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ABSTRACT

North Carolina has established programs and projects designed to meet the special educational needs of the children of migratory workers and has coordinated them with similar agencies. The State migrant program's priorities are regular school term and summer projects for interstate and intrastate migrants; staff development activities; a migrant student record transfer system; migrant education regional services; mobile vocational instructional program; and services for students eligible under the former migratory provision (5-year migrants). During 1973-74, 6812 migrant children were served. Supplemental instruction and reinforcement were provided by 50 projects administered indirectly through 29 local educational agencies. Only limited supportive services were provided during the regular school term since emphasis was on instruction to supplement existing programs and not to supplant any available services with migrant funds. More value was placed on the supportive services during the summer since these projects were generally the only activities in operation. More responsibility for evaluating local projects was shifted to the local directors. After reading and processing all available information from project evaluations, on-site visits, test data, and monitoring reports, this 1974 evaluation report was prepared. All available information indicates that the North Carolina Migrant Education Program is meeting the State program goals. (NQ)

ED 097166

1974
MIGRANT EDUCATION
State Evaluation Report

RC 008 174

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PREFACE

This report represents a departure from previous migrant education evaluation reports. In the past much of the responsibility for the evaluation of local projects was assumed by the state migrant office, and the compilation of the state's annual evaluation report was accomplished largely by the Division of Research, State Department of Public Instruction. This year the local migrant project directors were given more responsibility for the evaluation of their own projects, and the state evaluation report was written by the Migrant Education Section, Division of Compensatory Education with only minimal assistance from the Division of Research.

Information in this report relates to both the 1973-74 school term projects and the 1974 summer projects. Consolidation of this information into one report meets the federal requirement of an annual evaluation report to the U. S. Office of Education.

Every effort has been made to include all essential information while at the same time adhering to a commitment to restrict the size of the report to that which is necessary to meet federal requirements and contribute to the improvement of future migrant education projects.

The efforts of John Bolton in the evaluation process is acknowledged with appreciation. He was responsible for reporting on the effectiveness of staff development activities and for the presentation and analysis of test results showing academic achievement levels of migrant children.

Dr. Nicholas Silvaroli, Arizona State University, made a significant contribution to the final report through his description and evaluation of the exemplary summer staff development project.

Gratitude is also expressed to Vicki Pearce and Ellie Wren for their work in assembling data, typing and binding the report, and to Barbara Oliver for editing the manuscripts and overseeing their publication.

Y. A. Taylor
October, 1974

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PROGRAM CRITIQUE

The priorities, in rank order, of the state migrant education program are:

1. Summer programs for interstate and intrastate migrant children
2. Regular school term programs for interstate and intrastate migrant children
3. Staff development activities
4. Migrant Student Record Transfer System
5. Migrant education regional services
6. Mobile vocational instructional programs
7. Programs for children eligible under the formerly migratory provision

These priorities are met through the implementation of approximately 50 projects which are administered indirectly through local educational agencies. During the entire process related to delivering services to the migrant children, the state migrant office provides assistance and consultation. The major steps in providing educational services to the migrant children include identification, recruitment, project development, project operation and project evaluation.

In addition to instructional services provided indirectly through the local educational agency, the state migrant office provides direct services to the migrant children through a mobile vocational program of instruction in automotive engine tune-up and small engine repairs, and a program support team which works closely with the local migrant project staff to assist them in delivering needed services to the migrant children.

During the year a system for tracking migrant students from one state to another was developed in North Carolina. This system was adopted by the Atlantic coast migrant stream. The adoption of this system is one example of the interstate cooperation required by the federal program guidelines. Other significant interstate cooperative efforts have been made in addition to the state's required participation in the Migrant Student Record Transfer System. The State of Michigan supplied a mathematics consultant to assist in North Carolina's mathematics workshop for migrant teachers. The Florida state migrant office assigned a teacher to work in a North Carolina summer project for migratory children. Other examples of interstate cooperation can be cited as a result of the participation of the State Coordinator in national and regional conferences on migrant education.

Regular school term projects are the second priority of the state migrant program. More than 4,000 migrant students were served in 29 LEAs during the 1973-74 school year. These students were scattered throughout at least 100 separate schools. The mere logistics of delivering supplemental services to eligible students during the regular term is a determining factor of project design. Instructional services were rendered to students by all regular term projects. Each 1974 project used teachers or paraprofessionals (tutors/aides) for supplementary individual or small group instruction in areas of deficiency

The majority of the projects emphasized remedial reading. Where well established Title I reading projects also served the migrant students, mathematics was a frequent offering. On the basis of needs assessments, four projects provided instruction in social science, and one project included natural science in its offerings.

During the regular school term some of the instruction was provided within the regular classroom. In most instances, however, the migrant teacher or tutor worked with individuals or small groups of students in areas set aside for this purpose. There was quite a range in the quality of the facilities available for these activities -- from shared office space to elaborately equipped learning labs. Lack of suitable instructional space was the most common weakness reported in the program. Occasionally the time required for the tutor to travel between schools was reported as a weakness.

Other problems cited as deterrents to successful programs were the lack of trained personnel to work in the project, the lack of parental interest and involvement in the educational program for the children, and the laxity observed in following the procedures and requirements of the Migrant Student Record Transfer System.

Some clerks had a tendency to accumulate a large number of student records before transmitting them to the terminal operators. Some records were transmitted with careless errors and incomplete update information on academic and supportive services received by the children.

Factors most often mentioned as project strengths were favorable teacher-pupil ratios, individualized instruction, and the cooperation of other agencies in providing for the supportive needs of the migrant families.

Projects conducted during the summer for interstate and intrastate migrants have the priority in the North Carolina migrant education program. During 1974 twenty-four (24) LEAs offered services to these students. These projects had the following advantages over the regular school term projects: more adequate school facilities; better trained instructors; more available equipment and materials; more flexibility of scheduling; fewer curriculum restrictions; more positive community support; and more coordination with community agencies.

One of the most significant changes in the summer projects in 1974 as compared to the regular school term projects and previous summer projects was the attention given to project and performance objectives. In the past a project proposal was sometimes written around three or four objectives. This summer the typical project proposal contained 12 or more objectives relating to all phases of project management and student achievement. In addition to those objectives contained in the project application, many of the projects developed individual performance objectives for each participating child in each area of instruction.

All of the local project evaluation reports indicated the successful attainment of a majority of their objectives (see Tables IX and X). This determination was based upon a large number of instruments which were used to document progress. Monitoring reports, achievement test scores, news releases, reports of outside evaluators, minutes of meetings, schedules of staff activities, and other instruments were all used to document the attainment of the project objectives.

Each local project used test results and other forms of documentation in determining the degree to which each project objective was met. Analysis of test results indicates an increase in reading achievement as compared to reported gains in previous years. Mathematics gains did not reach the levels reported in 1973.

It is apparent that much emphasis was placed on recruitment and enrollment of children in migrant education projects during 1973-74. There was an increase in the number of children served during both the regular school term and the summer term. This increased enrollment was realized even though there is a national trend toward the use of fewer migrant farm workers (see Figure I).

The increase in enrollment in the migrant projects was accomplished despite the fact that several LEAs which had concentrations of migrant children declined to provide any special services for them (see Figure II).

The staff development activities sponsored by the state migrant office during the year were outstanding. The most outstanding staff development effort was the exemplary program of workshop follow-up and consultant services described in Chapter IV. Other State sponsored staff improvement activities included mathematics workshops and training sessions for all program personnel in the procedures of the Migrant Student Record Transfer System. In addition to the State sponsored workshops and conferences, each LEA included some locally planned in-service education for their staff. The end results of these staff development activities have been the improvement of the local projects and better services to the migrant children who have been enrolled in the program.

The cooperation between the State migrant office and the LEAs is one of the strong points of the program. The services provided through the migrant consultants has resulted in a strong bond between the SEA and the LEAs and an outstanding rapport with local project administrators and school officials. This understanding and cooperation has made it possible to bring about necessary changes in local project designs with a minimum amount of confusion and frustration.

Another example of cooperation between the state migrant office and the LEA is through the use of cassette recordings of the highlights of the local evaluation report. The local staff has an opportunity to respond to the comments made in the evaluation report and file these comments with the state office. This open line of communication and feedback system helps to strengthen the relationships between the SEA and LEA

The most significant accomplishments of the State program were the exemplary staff development projects, the shift of responsibility for project evaluation to the local project director, and the development of a comprehensive set of model objectives on which a local project could base its evaluation of program effectiveness.

The administrative concerns which require the most immediate attention are the strengthening of local project staffs through inservice education, development of new projects, revision of administrative guides, effective monitoring, and the use of available human and physical resources in the implementation of project activities. Specific recommendations for strengthening program evaluation, local project management and state program management are included in Chapter V of this report.

CHAPTER I

INTRODUCTION

North Carolina's agricultural economy is dependent in part upon migrant and seasonal farmworkers. These families and individuals move from crop to crop and farm to farm in order to find employment in the harvest of agricultural products. Those who move from county to county within the state are *intrastate* migrants and those who follow the crop harvests across state lines, often moving long distances up or down the Atlantic coast, are *interstate* migrants. The latter generally move north in the spring and summer; then they work their way back to their "home-base" in the fall and winter.

Farming is North Carolina's greatest industry. Farmland covers nearly half of the State, providing $1.65 billion in income to the State's economy; and the sale of crops accounts for more than half of the State's farm income. This indicates how important the migrant's job is. Without him, the growers could not survive.

During the summer of 1974, there were concentrations of intrastate migrants in Bertie, Columbus, Halifax, Harnett, Northampton, Pasquotank, Robeson and Wake counties. Home-bases for the interstate migrants who worked in North Carolina included Alabama, California, Colorado, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Michigan, Mississippi, New Jersey, New Mexico, New York, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, District of Columbia and Wisconsin. The greatest numbers of these interstate migrants came to North Carolina from Florida, Mississippi, South Carolina and Virginia (See Figure V).

Since the movement of migrant families causes the education of the children in those families to be interrupted, the Federal government enacted legislation to assist in providing compensatory educational programs especially for migrant children. Funds were appropriated "to establish programs and projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states." In its efforts to carry out this legislative mandate, the State Migrant Education Section has adopted a set of objectives, established its priorities, and developed administrative guidelines to assist the local educational agencies in providing services to eligible migrant children.

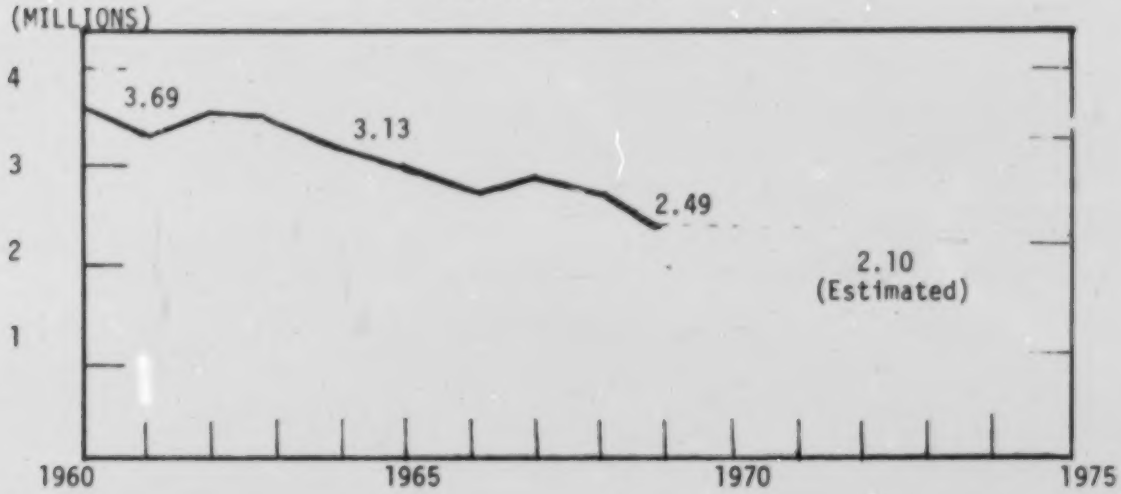
A part of the effort to serve migrant children in North Carolina is the cooperation of the State Educational Agency with other agencies which have responsibilities for serving migrants. The Migrant Education Section is represented on the State Advisory Committee on Services to Migrants. This organization meets four times a year for the purpose of sharing information and planning effective cooperative activities within the respective role of each member agency in order to meet more effectively the needs of the migrant families who come to North Carolina to harvest our crops.

The number of persons employed in farm work and the need for interstate farm labor have decreased over the past several years. Statistics from the U. S. Department of Labor and Agriculture graphically point out this trend which has been brought about in part by the low average annual wages received for seasonal farm work and in part by the increased mechanization of farming operations (See Figure I). A report issued in 1971 by the Manpower Evaluation and Development Institute and quoted by the U. S. Controller General in his report to Congress indicated that in 1970 the average family income for migrant and other seasonal farmworkers was $2,021.

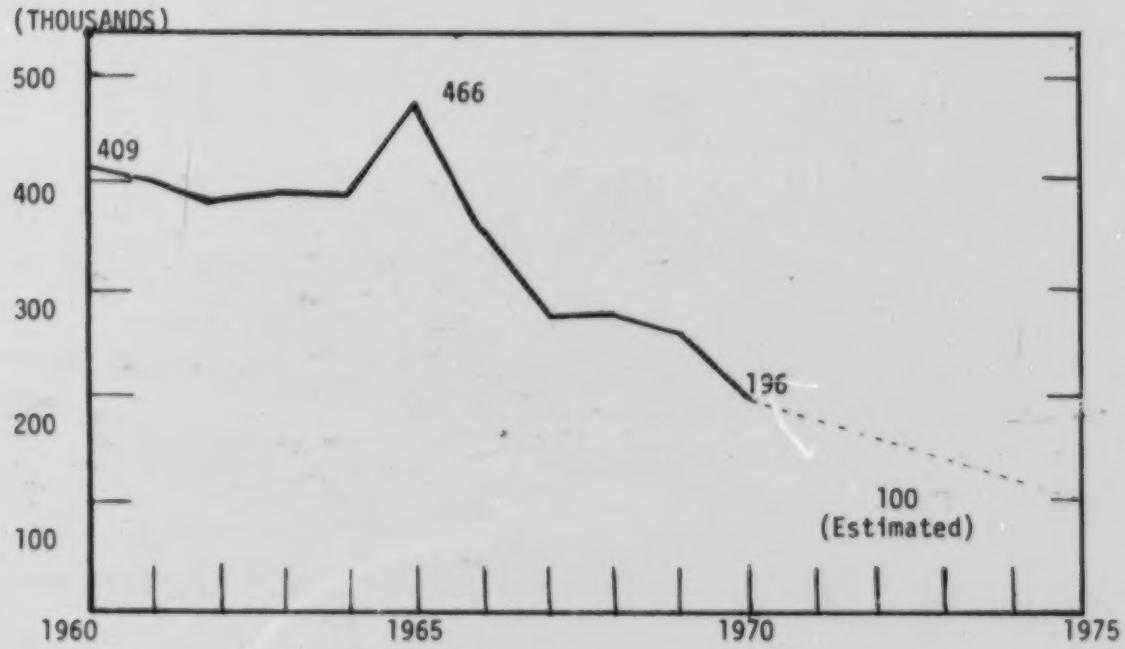
Other factors affecting the decreasing trend in farm workers and migrant farm labor are the consolidation of small farms and the increased use of available local labor. Trends in farm labor needs through 1975 are indicated by the graphs in Figure I.

FIGURE I

NUMBER OF FARMWORKERS
EMPLOYED BY YEAR



NUMBER OF MIGRATORY FARMWORKERS
EMPLOYED BY YEAR*



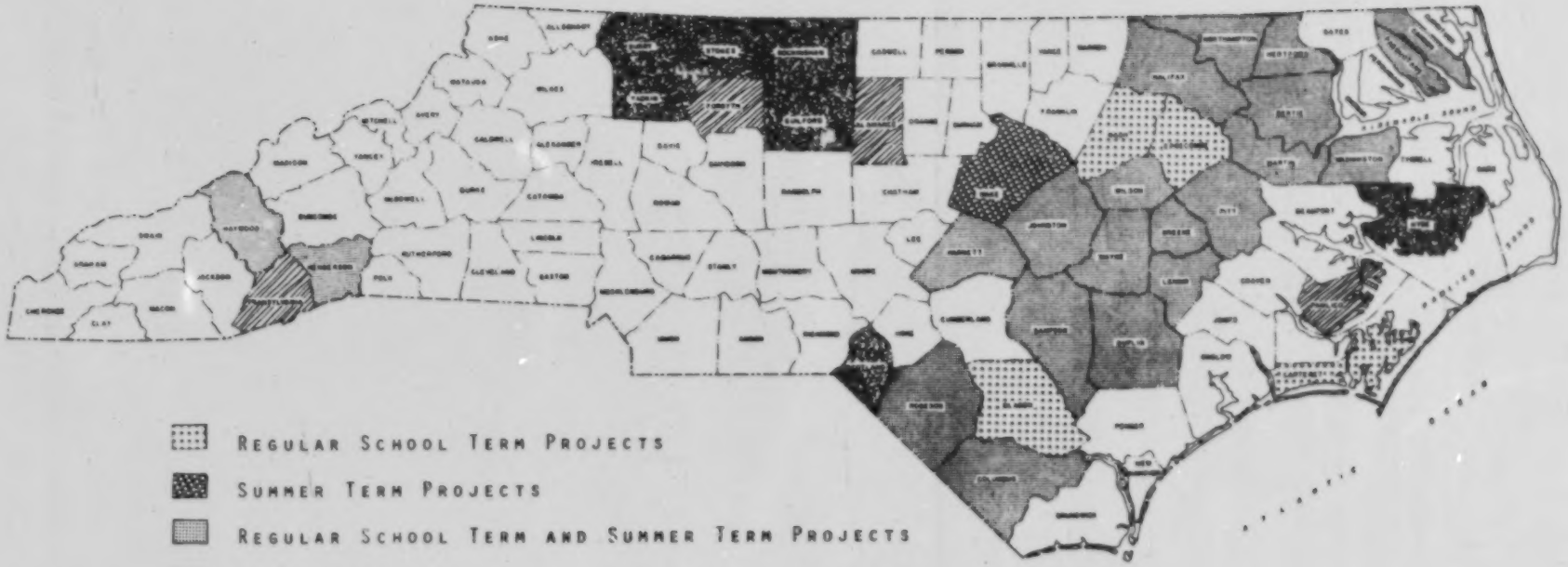
* Prepared from statistics furnished by the Department of Agriculture and the Department of Labor.

FIGURE II

RESULTS OF SURVEYS TO DETERMINE CONCENTRATIONS

OF

MIGRANT CHILDREN


Regular School Term Projects
Summer Term Projects
Regular School Term and Summer Term Projects
Survey Revealed No Concentration of Migrant Children
Survey Indicated Migrant Population Concentration But No Project Established

NATIONAL PROGRAM GOALS

Goals for the national program have been developed. These are the foundation for the total operation of the migrant education activities. State objectives are developed with these goals in mind and local project activities lend their support to them. The national program goals are to:

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (language arts, math, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

STATE OBJECTIVES

In developing projects at the local level, each LEA is free to establish its own project objectives, but is held responsible for supporting the State objectives, which are as follows:

1. To assist in the identification and enrollment of migrant children and youths in migrant education projects.

2. To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of migrant children.

3. To promote activities designed to advance the migrant child's social growth and group interaction skills.

4. To provide for a program of supporting services in the areas of medical, dental, nutritional, and social services for migrant children.

5. To provide technical and consultant services in the planning, operation, and evaluation of local migrant projects.

6. To provide for the extension of total services to migrants through interagency cooperation and coordination.

7. To provide supplementary programs of instruction to improve the occupational skills of migrant youths.

8. To promote the active involvement of migrant parent advisory councils in the local migrant education projects.

9. To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System.

10. To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and inservice education.

11. To promote interstate cooperation and program continuity for migrant children.

12. To provide opportunities for supporting personnel to improve their competencies through appropriate training.

13. To evaluate local projects on the basis of objective and subjective data on the academic and social progress of migrant children.

14. To promote fiscal management procedures commensurate with legislative requirements and program guidelines.

15. To provide for appropriate dissemination of program information.

PRIORITIES OF THE STATE PROGRAM

The priorities of the State Migrant Education Program are as follows (listed in descending order):

1. Summer programs for interstate and intrastate migrants

2. Regular school term programs for interstate and intrastate migrants

3. Staff development activities

4. Migrant Student Record Transfer System

5. Migrant Education Center

6. Mobile vocational instructional program

7. Services for students eligible under the formerly migratory provision (five-year migrants).

IDENTIFICATION OF MIGRATORY CHILDREN

Three categories of children are eligible for services provided by migrant education programs in North Carolina. They are:

Interstate Migrant - A child who has moved with a parent or guardian within the past year across state boundaries in order that the parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

Intrastate Migrant - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

Formerly Migratory (Five-Year Migrant) - A child who has been an interstate or intrastate migrant as defined above but who, along with his parent or guardian, has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is provided.

Since state priorities under Public Law 89-750 are directed to programs for interstate and intrastate migratory children who are deprived the opportunity of a full school term, projects under this law were not designed and funded for children in the five-year eligibility category. It should be emphasized that the only purpose of enrolling children in migrant projects under the "formerly migratory" provision was to admit them, with the concurrence of their parents, into an established program and to provide them with continued services after they have ceased to migrate. For its summer migrant education program, North Carolina limited the number of participants in this category to approximately 25% of the total enrollment in any one project.

Identification and recruitment of students for migrant education projects is extremely important. Adequate time for travel and an agressive school employee seem to be key ingredients. In many projects the Rural Manpower Service representative is quite helpful. It should be recognized, however, that many eligible migrants are not associated with crews which are registered with the Rural Manpower Service. In these cases it is the responsibility of the LEA to use any or all of the other resources available to recruit and enroll the eligible migrant children. Since there are no guarantees that excellent recruitment efforts will result in enrollments, it is necessary to emphasize recruitment on all occasions.

PROGRAM DEVELOPMENT

Prior to the beginning of the 1978-74 school term and again before the beginning of the 1974 summer migrant projects, State migrant education consultants and the local education agencies having or expecting an influx of migrant children made a survey within the LEAs and gathered data from available sources within the local unit to determine the number of eligible migrant children who might be enrolled in an educational program. After this information was compiled, a consultant from the Migrant Education Section met with LEA personnel and assisted in developing the project proposals to be carried out by the local units.

The project activities were based upon an assessment of the needs of the migrant children identified, programs already in operation in the LEA which had a bearing upon these needs, and availability of personnel to conduct a successful project. Objectives for each project were developed so the impact of the migrant education project could be determined.

Development of the project application included consideration of evaluation design and plans for disseminating project information.

Regular school term projects were developed so that they would supplement the services which were available to the migrant children from the regular state supported school operations, local sources and other Federal programs. Activities were planned to meet the special needs of the migrant children which were not being fully met.

Summer projects for migrant children were generally the only school programs in operation during the summer months. Accordingly, they could focus directly on the most urgent needs of the migrant children. They emphasized language arts and mathematics but were also oriented toward enrichment, development of positive self-image, and the improvement of physical health and emotional maturity.

STATE PROGRAM MANAGEMENT

After the project activities and project budget were developed, the application was submitted to the State Migrant Office where it was reviewed by the fiscal affairs section and an educational reviewing committee. Modifications were made if necessary and the applications were approved and funded. The project review and approval in the State Migrant Office was generally accomplished within three days from the date the project was received.

The resulting basic pattern of services to migrant students was relatively stable, with the instructional services in both regular term and summer projects responsive to the identified needs. Regular term projects always supplemented the State curriculum and were generally planned while keeping in mind Title I services available to eligible migrants. Summer projects were considerably more inclusive, especially in the area of supportive services. Vocational training and exposure to career information formed the core of summer school offerings for migrant students of secondary school age.

During the operation of the projects by the local school officials a consultant from the State Migrant Education Section with assigned responsibilities made periodic monitoring visits to the LEA. For summer term projects there was a minimum of two monitoring visits in each project, and each regular school term project was monitored at least three times. The purpose of the monitoring visits was to check on the effectiveness of recruiting efforts, review administrative requirements and procedures, evaluate the instructional program, and encourage the use of all available resources in providing for the needs of the migrant children.

During the 1973-74 school year, migrant education projects were conducted in twenty-nine (29) local school administrative units (See Table 1). Of these, six did not operate summer migrant education projects for various reasons: insufficient concentration of migrants in the area during the summer, lack of available qualified staff, etc. One LEA which did not have a project during the regular school term did operate one during the summer harvest season.

In 1974, the joint LEA-SEA surveys resulted in the establishment of two new projects. Some of the areas surveyed showed no concentration of migrant families; in others there were strong indications that significant numbers of migrants were or would be in

the area. In some instances, the State Migrant Education Office was unable to prevail upon the local school officials to establish a program to serve the eligible children. Figure II indicates the effectiveness of the surveys in identifying presence of migrant children and establishing projects to serve them.

NEW PROJECTS

Two new projects were developed in North Carolina this year. Following LEA-SEA surveys, projects were planned and initiated in Red Springs and Saint Pauls. Both of these projects enrolled elementary school children in a supplementary instructional program. At the end of the regular school term some eligible children were still in the Red Springs area, and a proposal for a summer project was submitted to the State migrant education office.

One new activity in the state program operations is the Program Support Team. The Program Support Team is a group of professional persons who are skilled in areas that are of special concern to local education agencies with high concentrations of migrant children. These areas of concern include, assessment of migrant children's needs, continuity of instructional programming, transmission of useful information, delivery of human services, and staff development.

The team is the result of joint planning by the Migrant Education Section, the Division of Development of the Department of Public Instruction and consultants from the School of Education, University of North Carolina, Chapel Hill. According to a cooperative agreement with a school system, it works on a daily basis with administrators, teachers, and children to find better ways of serving migrant children. Each of the specialists on the team works closely with appropriate local staff members to design workable procedures for meeting the needs of migrant children.

STAFF DEVELOPMENT ACTIVITIES

Most of the projects in North Carolina had representatives at the East Coast Regional Workshop conducted in Atlanta, Georgia, in March. There individuals benefited from the experience of sharing ideas and attending instructional sessions on topics relevant to migrant projects along the Atlantic Coast Migrant Stream.

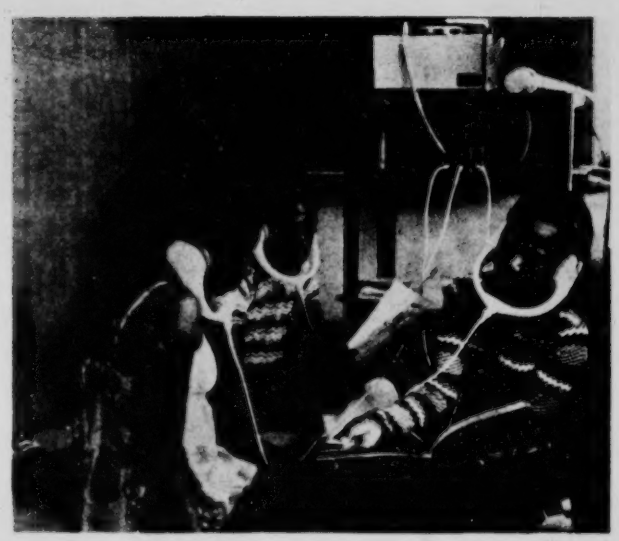
The staff development activity which affected the greatest number of migrant education staff members in North Carolina was the four-day workshop conducted at Wrightsville Beach prior to the beginning of the summer migrant projects. Approximately 270 professionals and non-professional migrant project staff members representing 28 LEAs attended this workshop which emphasized the use of innovative and effective teaching techniques, administrative procedures and the requirements of the migrant student record transfer system.

Outstanding educators in the field of migrant education and specialists in specific areas of instruction were hired as consultants to this conference. They served not only as conference presenters and small group discussion leaders, but were actively involved in follow-up services in the local projects after they became operative in the LEAs. Workshop topics included instruction in reading, occupational awareness, kindergarten and procedures of the Migrant Student Record Transfer System.

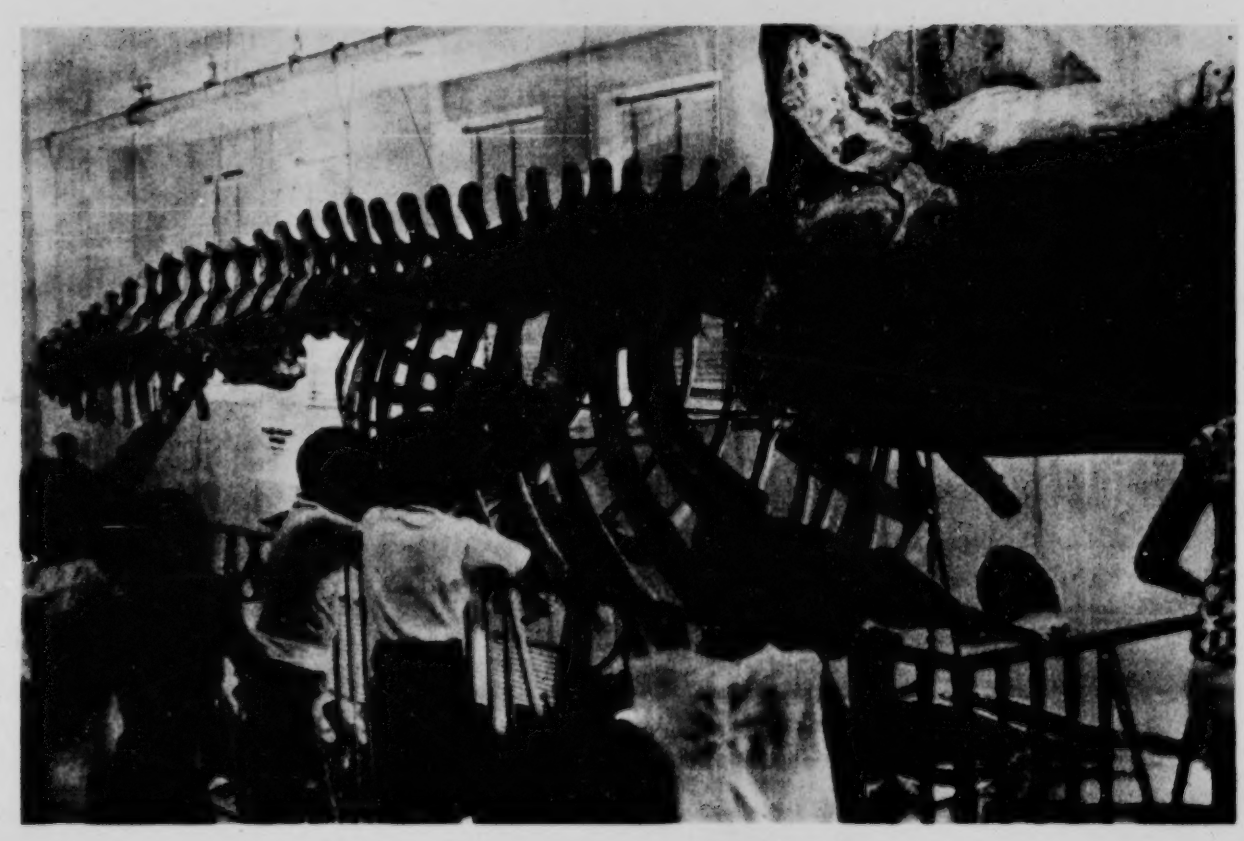
Specialists from the Department of Public Instruction and other consultants were used during the workshop to provide instruction to the teachers and other instructional personnel who had responsibilities in the areas of kindergarten, elementary and secon-

Right: Children of migratory agricultural workers help supplement the family income by working in the fields. *Below:* Workers harvest a bell pepper crop.

Above: Students and teachers have an opportunity to talk things over. *Left:* In some areas, teachers take the classroom to the students. *Below:* A teacher works with a group of students.



Above: Audiovisual aids have an important function in the program. *Right:* Children work individually and in groups on activities designed to improve specific skills. *Below:* A trip to the N. C. Museum of Natural History helps open doors to the world we live in.



Top: Youth learns proper safety procedures in machine shop.
Bottom: Automotive tune-up instruction is attractive to many older students.

TABLE I

NORTH CAROLINA'S 1974 MIGRANT EDUCATION PROGRAM

LEAs with Migrant Education Projects	Regular Term Only	Summer Term Only	Regular and Summer Terms
Bertie County			X
Bladen County	X		
Camden County			X
Carteret County	X		
Columbus County			X
Duplin County			X
Edgecombe County	X		
Goldsboro City	X		
Greene County			X
Halifax County			X
Harnett County			X
Haywood County			X
Henderson County			X
Hertford County			X
Johnston County			X
Lenoir County			X
Martin County			X
Maxton City			X
Nash County	X		
Northampton County			X
Pasquotank County			X
Pitt County			X
Red Springs City			X
Robeson County			X
Saint Pauls City	X		
Sampson County			X
Wake County		X	
Washington County			X
Wayne County			X
Wilson County			X

dary school programs. Supporting personnel were given instruction in the areas of recruitment, health services and home-school relationships.

During the regular school term the State Migrant Education Section sponsored two one-and-one-half day mathematics workshops. One was conducted at Halifax and the other at Lumberton. Approximately 50 teachers and aides in migrant projects in the State attended each workshop. Instructors for these workshops were mathematics consultants from the Division of Program Services and a mathematics specialist provided through the cooperation of the State Director of Migrant Education in the State of Michigan.

Because of the changes which were made in the Migrant Student Record Transfer System during the school year, it became necessary for the three state migrant consultants to provide extensive training of LEA personnel in the new requirements and procedures. Each consultant scheduled an appointment with the project personnel in each LEA for which he had responsibility, and spent one day with them in a workshop situation, teaching them the new system. As a result of this instruction the terminal operators had fewer errors in the transactions received from the school clerks.

The attention given to program management, the local area surveys to identify areas having concentrations of migrant children, the monitoring of the local projects, the extensive efforts to upgrade the competencies of the local project staffs,and the other activities of the state migrant office have resulted in the most effective migrant education program ever to be conducted in North Carolina.

CHAPTER II

METHODS AND PROCEDURES

During the last four years, the evaluation of the North Carolina Migrant Education Program and its individual projects has been done cooperatively by the LEA personnel and the state office. The LEA supplied the information and the state office prepared both the individual project reports (approximately 30 in number) as well as the evaluation report on the total North Carolina migrant education program. Each year involvement of the local project personnel has increased. For the 1974 fiscal year the total responsibility for evaluating the local migrant projects rests with the local project directors. These local project evaluation reports are based upon the project objectives and the evaluation design approved in the project application. The state migrant education division is responsible for evaluating the overall state program.

Although procedures have been subject to annual change, the goals of the evaluations conducted by the migrant education section have remained constant. The first goal has always been to use evaluation procedures and findings to stimulate improvement in the educational offerings for the migrant youth who visit North Carolina. The second goal has been to collect and process all information necessary to fulfill federal and state evaluation requirements. The third goal is to provide information and support for (concurrent) state monitoring of operational projects.

Since 1970, there has been a significant increase in the number of LEA personnel selected to evaluate projects other than their own. This has been an effective means of project improvement. The project evaluation has been affected by the interchange which occurs when on-site evaluators, after observing a full day of project operation, sit down and share their observations and suggestions with the entire professional staff of the project. Although this discussion adds considerable information to the evaluation reports, its more important result is a beneficial examination of means through which educational and supportive services can be improved. The probability of obtaining significant improvement in operations is enhanced when qualified staff members from other projects are included among the on-site evaluators.

Although the total evaluation process is planned to support the first goal of evaluation, the delay in preparation and printing of the final report precludes immediate use of this information. The on-site conference provides immediate feedback. The final report, and especially the two sets of recommendations, (one from the evaluators and one from the project staff), have been valuable in planning subsequent projects.

The LEA project director has ultimate responsibility for the collection of much of the data which is required in order to satisfy regulations and guidelines. Consequently, each director is responsible for the accurate completion of forms concerning enrollment, migrant student record transfer information, test data, home-base school information, consolidated program information (CPIR) and an annual project evaluation. This information has been directly or indirectly submitted to the state migrant education office where about 30 project evaluation reports and a program report (state evaluation) have been prepared and printed each year.

Since there is some delay in the production of evaluation reports and since fewer than 1% of the North Carolina project staff members work for the migrant program on a year-round basis, a dissemination technique was needed so that all staff members would have the opportunity to become aware of results prior to the next year's project. Since 1972, this need has been satisfied through the use of cassette tape re-

corders. A tape containing the highlights of the project evaluation is mailed to the director or LEA contact person who then assembles those members of the migrant staff currently employed in the LEA to listen as a group to the tape and record their reactions on the reverse side. This procedure aids in dissemination and provides feedback to the state office.

CURRENT EVALUATION PROCEDURES

As evaluation procedures are planned each year, a number of reporting forms are revised. In 1974, project applications underwent minor revisions while the LEA annual evaluation format was completely changed. The suggested form for the transmittal of test results was also revised. These revisions were precipitated by procedural changes. Prior to beginning evaluation planning, a set of state program objectives was developed. This set of objectives (see Chapter I) supports the National Goals of Migrant Education while specifically reflecting North Carolina emphases. The consultants who assisted LEA personnel with proposal preparation emphasized two standards for LEA objectives this year: (1) local project objectives should be supportive of the state objectives; (2) they should be measurable by an objective instrument or a recognized subjective technique.

A major change was made in the procedure for preparation of the individual project reports. Instead of requiring the LEA project director to submit his evaluation information to the state office for preparation, the state migrant education office supplied site team reports, consultant reports, recommendations, and monitoring reports to the LEA director who then prepared the final project evaluation. For the summer evaluation, the state continued to conduct two full-day on-site visits to each project during the peak operational periods. The teams for these visits were selected from the state migrant staff, Department of Public Instruction, consultants, and LEA project staffs. An orientation session for these evaluators was conducted on the opening day of the annual migrant education staff development conference.

The emphasis on staff development and follow-up by seventeen consultants selected from migrant programs in other states and from specialists within North Carolina required additional evaluation procedures. The effectiveness of these activities was determined through the use of daily activity logs, pre-post administration of an instrument to determine change in actual project practices, questionnaires to a random sample of teachers and administrators in projects receiving services, and observations of evaluators not connected with the migrant program. While these procedures were primarily oriented toward providing accurate judgments regarding the effects of this consultant service, they also added to the more general evaluation of the activities of the North Carolina summer migrant projects.

This state report was prepared after reading and processing all available information. Among the most significant sources were project evaluations, on-site visit reports, test data, and monitoring reports. As in previous evaluations, the basic comparison used here is the comparison of program (and project) outcomes with the approved objectives.

CHAPTER III

FINDINGS

CHILDREN SERVED

During the 1973-74 school year migrant education projects were operated in 29 local educational agencies. These projects enrolled 1,100 interstate migrants, 1,683 intrastate migrants, 906 formerly migratory students, and 420 others for which the classification was not indicated.

Twenty-four local educational agencies operated migrant education projects during the summer of 1974. Enrollment in these programs included, 1,335 interstate migrants, 1,062 intrastate migrants and 306 formerly migratory students. [Refer to Table III].

Of the 6,812 children served under this program during the 1974 fiscal year, 2,437 were interstate migrants, 2,745 were intrastate migrants and 1,212 were formerly migratory. Enrollment figures indicate that larger numbers of interstate migrants were served during the summer, and enrollment of intrastate migrants was higher during the regular school term. Secondary school enrollments are higher during the summer tobacco season.

Although no statistics were maintained on enrollment by ethnic groups, it is estimated that of the 6,812 migrant children served, 80% were black, 5% were American Indians, 5% were white and 10% were Spanish-speaking Americans. None of these children were enrolled in non-public schools. All the migrant education projects in North Carolina were operated through local public school agencies.

GRADE PLACEMENT

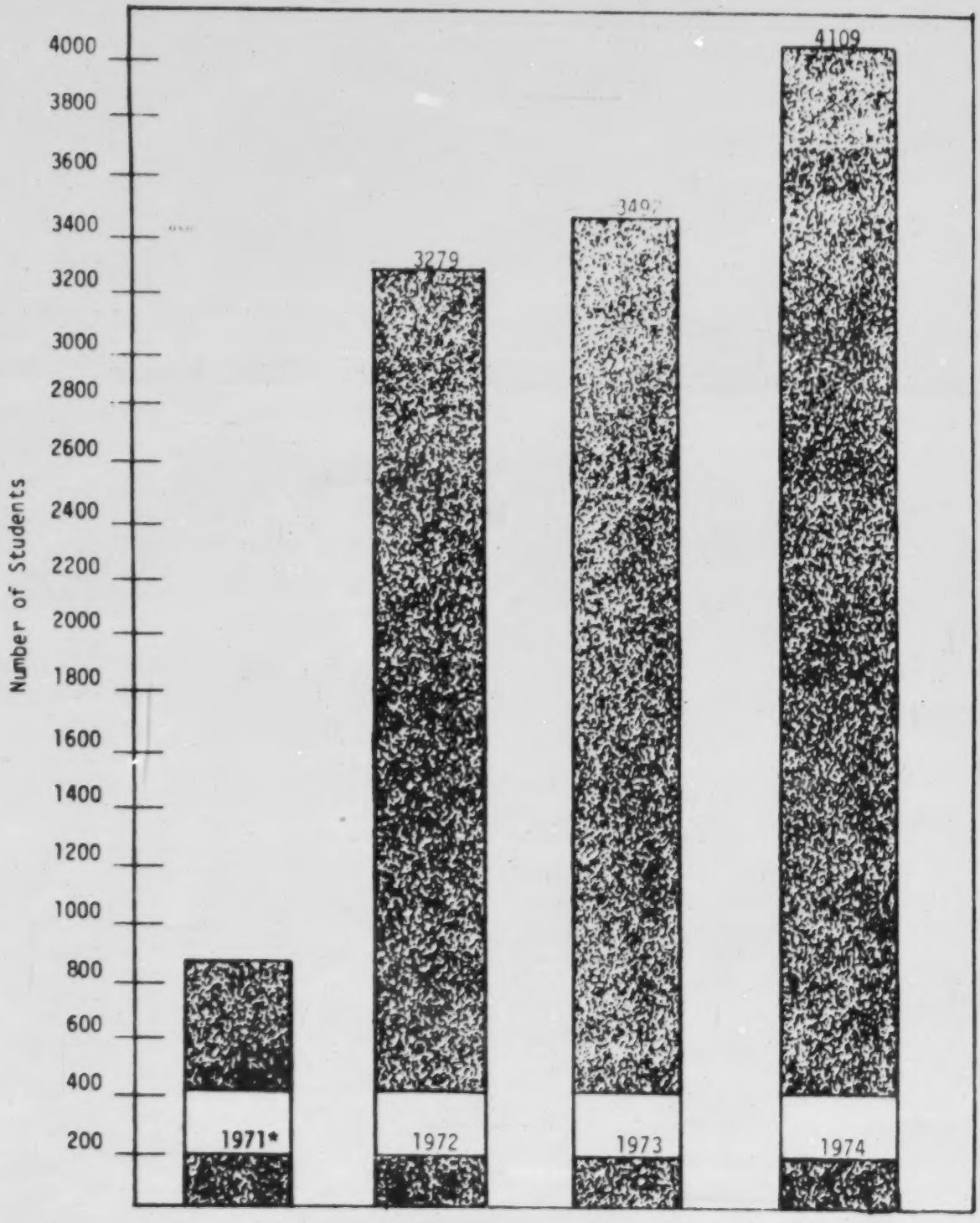
Grade placement in summer secondary projects was no problem since the activities were entirely ungraded. Students from ages 14 to 20 received the same vocational and cognitive instruction. In the regular school term programs the children in both the elementary and secondary schools were placed in classes with other children according to their ages and previous progress as indicated by school records or teacher opinion. During the summer projects the local project administrators generally placed the elementary school children in groups based upon age, physical maturity and emotional development according to the teacher's best judgement and available records. Since the instruction in the summer projects was largely individualized, there was considerable range in grade placement; instruction within each group was based upon age, remedial needs, physical development and peer associations.

INSTRUCTIONAL ACTIVITIES

Projects were conducted for migrant children at both the elementary and secondary school levels. While most of the regular school term programs primarily served elementary school children, there were two secondary school programs specifically directed to meeting the needs of interstate migrant youth who are home-based in North Carolina.

The emphasis in the regular school term projects was in supplementing and reinforcing instruction in language arts and mathematics for elementary school children. Supporting services in these projects were held to a minimum since these needs were generally taken care of through other sources of funding. A minimal amount of health and social services were provided, however, when other sources of funding were inadequate or unavailable.

FIGURE III
REGULAR SCHOOL TERM MIGRANT ENROLLMENTS



*Estimated from LEA data

FIGURE IV
NORTH CAROLINA SUMMER MIGRANT PROGRAM ENROLLMENTS

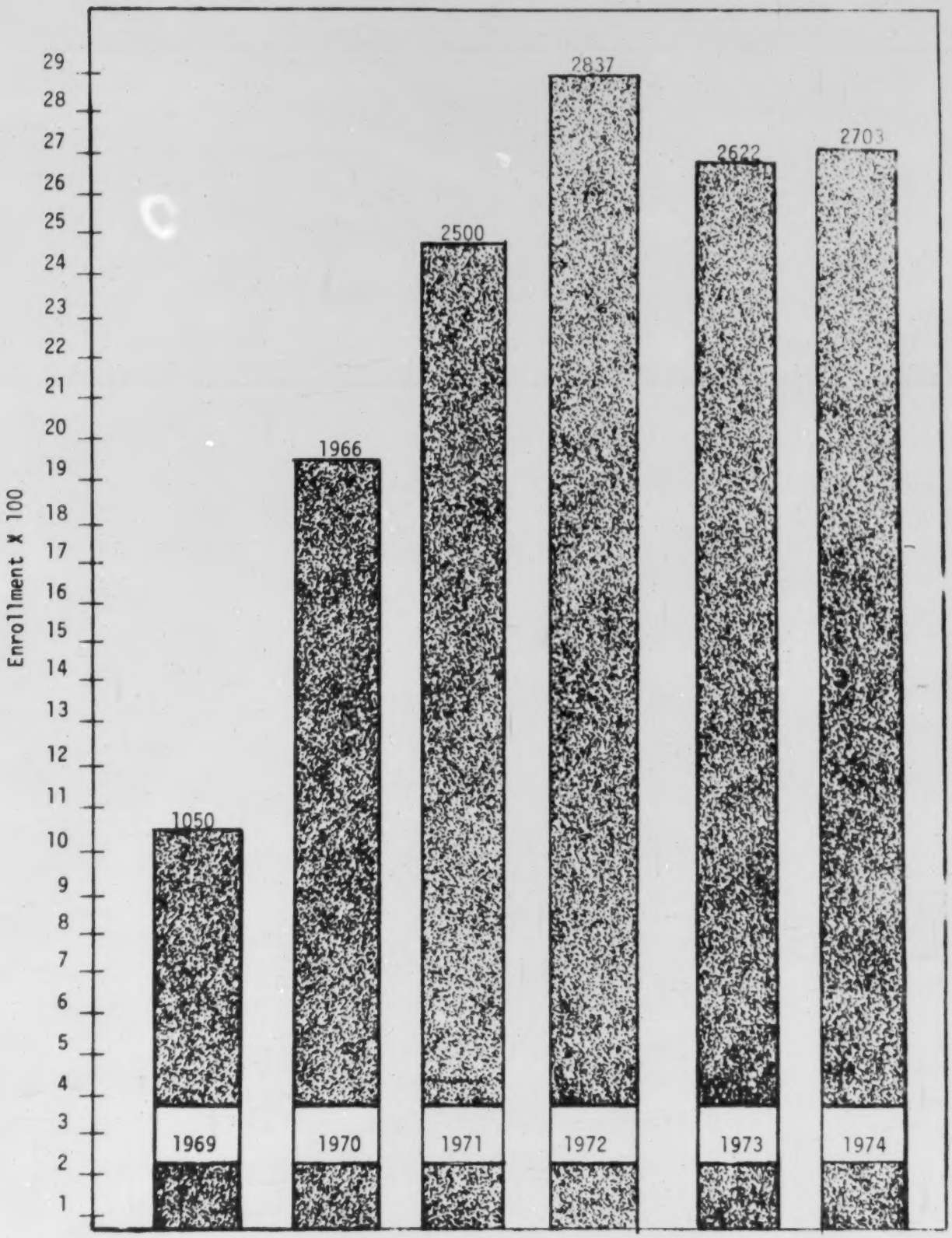


Table II

SUMMER MIGRANT PROJECT SCHEDULES

LEA	Daily Schedule	Staff Hours Per Day	School Level		Total Days Operated
			Elem.	Sec.	
Bertie County	8:30 a.m. - 4:30 p.m.	8	X	X	30
Camden County	8:30 a.m. - 4:30 p.m.	8	X		30
Columbus County	3:00 p.m. - 9:00 p.m.	6	X	X	30
Duplin County	Irregular hours	8		X	36
Greene County	2:00 p.m. - 11:00 p.m.	9		X	32
Halifax County	8:00 a.m. - 10:00 p.m.	8	X	X	27
Harnett County	8:30 a.m. - 3:30 p.m.	7	X		28
Haywood County	8:00 a.m. - 4:00 p.m.	8	X		35
Henderson County	8:00 a.m. - 4:00 p.m.	8	X		33
Hertford County	8:00 a.m. - 2:00 p.m.	6	X	X	35
Johnston County	8:00 a.m. - 4:00 p.m.	8	X	X	25
Lenior County	6:00 p.m. - 11:00 p.m.	5	X	X	30
Martin County	8:30 a.m. - 3:30 p.m.	7	X		28
Maxton City	8:00 a.m. - 10:00 p.m.	8	X	X	25
Northampton County	7:30 a.m. - 3:30 p.m.	8	X		27
Pasquotank County	8:00 a.m. - 4:00 p.m.	8	X		25
Pitt County	Irregular hours	6		X	30
Red Springs City	8:00 a.m. - 2:00 p.m.	6	X		25
Robeson County	8:00 a.m. - 4:00 p.m.	8	X		35
Sampson County	8:30 a.m. - 3:30 p.m.	7	X		30
Wake County	5:30 p.m. - 9:30 p.m.	4		X	33
Washington County	8:00 a.m. - 5:00 p.m.	9	X		28
Wayne County	Irregular hours	8		X	35
Wilson County	8:00 a.m. - 3:00 p.m.	7	X		33

FIGURE V

HOME-BASE STATES OF INTERSTATE MIGRANTS

Enrolled in North Carolina Projects

Summer - 1974

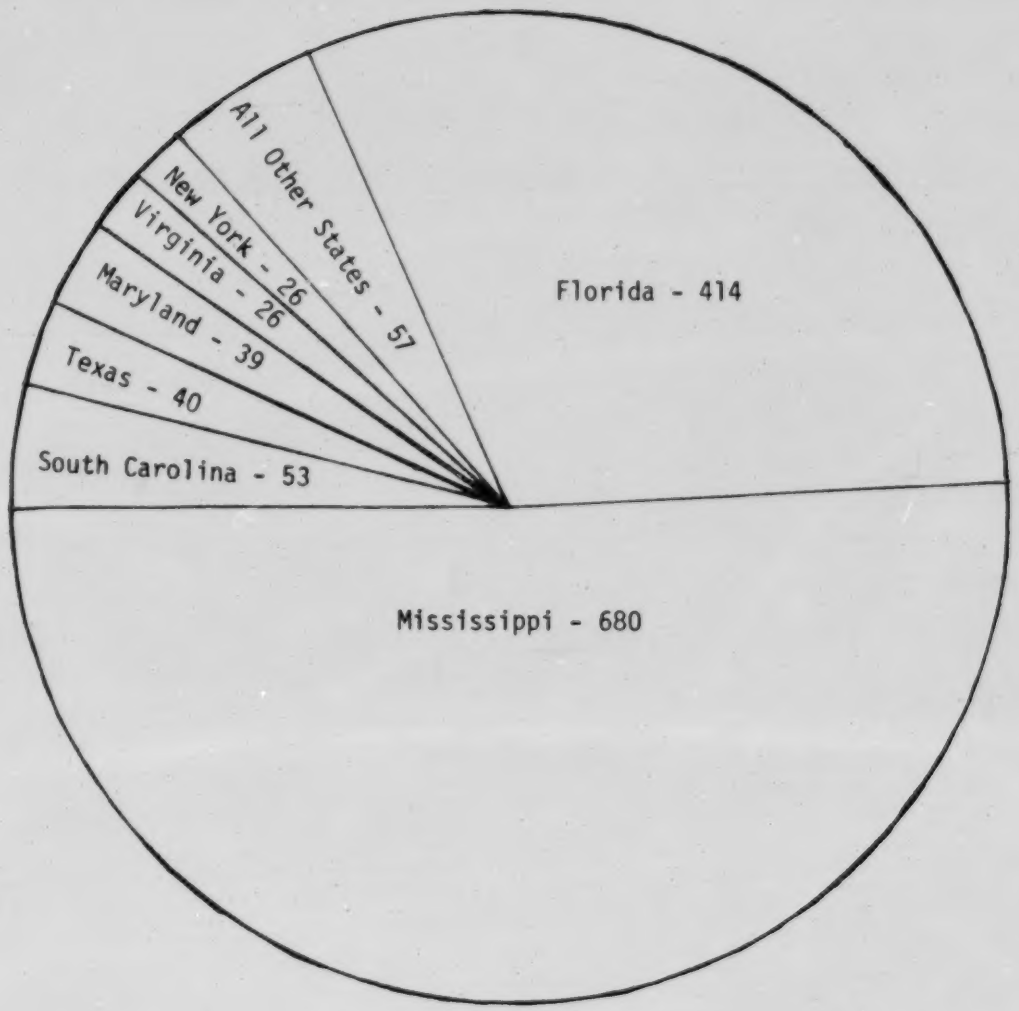


TABLE III

CHILDREN SERVED BY CLASSIFICATION

LEA	Regular Term 1973-74				Summer 1974		
	Interstate	Intrastate	Formerly Migrant	Not Indicated	Interstate	Intrastate	Formerly Migrant
Bertie County	33	51	10	-	46	42	10
Bladen County	8	16	12	29	-	-	-
Camden County	18	2	44	-	16	17	10
Carteret County	12	5	6	-	-	-	-
Columbus County	53	52	21	-	93	85	14
Duplin County	29	40	120	-	185	17	-
Edgecombe County	-	121	44	-	-	-	-
Goldsboro City	154	-	2	-	-	-	-
Greene County	13	67	90	-	225	-	-
Halifax County	115	92	107	-	28	176	20
Harnett County	37	77	55	-	19	41	28
Haywood County	38	18	4	-	20	16	6
Henderson County	102	30	12	-	52	6	-
Hertford County	45	55	42	-	33	35	15
Johnston County	63	26	48	-	26	-	18
Lenoir County	22	55	73	-	39	38	24
Martin County	6	33	22	-	4	20	23
Maxton City	20	201	14	153	16	121	11
Nash County	44	67	10	-	-	-	-
Northampton County	26	113	2	91	44	96	3

TABLE III

(CONTINUED)

CHILDREN SERVED BY CLASSIFICATION

LEA	Regular Term 1973-74				Summer 1974		
	Interstate	Intrastate	Formerly Migrant	Not Indicated	Interstate	Intrastate	Formerly Migrant
Pasquotank County	13	57	25	25	29	84	39
Pitt County	23	44	77	-	91	-	-
Red Springs City	-	22	-	30	-	35	-
Robeson County	14	195	4	-	24	102	21
St. Pauls City	4	70	5	-	-	-	-
Sampson County	89	53	-	92	158	20	37
Wake County	-	-	-	-	34	75	1
Washington County	64	18	3	-	58	11	11
Wayne County	4	58	4	-	52	11	-
Wilson County	51	45	50	-	43	14	15
TOTALS	1,100	1,683	906	420	1,335	1,062	306

Total Regular Term 4,109

Total Summer Term 2,703

GRAND TOTAL 6,812

TABLE IV

ENROLLMENT BY AGE

Regular Term 1973 - 74

LEA	AGE 5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	*	Total
Bertie	12	9	12	11	8	11	11	9	4	3	2	1	1				94
Bladen	1	1	2	2	2	2	1	1	9	7	3	2	1	2		29	65
Camden	1	4	3	5	5	4	6	5	4	8	8	5	3	2	1		64
Carteret		2	1	3	3	2	3	4	3		2						23
Columbus		12	20	20	17	17	13	14	7	4	2						126
Duplin		7	16	14	9	9	8	3								123	189
Edgecombe		7	20	15	21	21	15	13	16	16	10	6	3	2			165
Goldsboro										26	48	38	32	10	2		156
Greene	2	1	7	13	19	17	20	19	19	20	15	8	4	4	2		170
Halifax	10	30	34	41	34	39	35	34	26	21	8	2					314
Harnett	3	12	12	13	12	14	20	12	20	15	17	11	5	3			169
Haywood	1	5	7	6	7	5	7	5	6	5	5	1					60
Henderson	4	9	12	15	16	14	15	14	13	10	6	5				11	144
Hertford	5	5	5	10	12	11	10	10	21	14	12	14	9	2	2		142
Johnston		10	12	13	13	15	15	14	14	13	11	5	2				137
Lenoir		10	12	13	12	14	13	14	13	12	10	10	9	8			150
Martin		8	7	9	5	9	7	4	2	2	4	3			1		61
Maxton					7	12	20	39	46	45	39	27				153	388
Nash		6	11	17	17	17	13	15	7	10	8						121
Norhtampton	2	14	28	13	10	17	17	11	7	6	13	2		1		91	232
Pasquotank	6	8	15	10	12	11	12	8	5	6	2					25	120
Pitt		9	12	9	20	18	15	16	16	20	9						144
Red Springs		2	3	4	5	3	4	1								30	52
Robeson		10	28	28	35	34	32	31	12	3							213
Sampson		13	16	17	19	21	20	18	12	4	2					92	234
St. Paul		5	8	8	10	6	9	14	6	4	4	1				4	79
Washington	2	7	9	6	7	8	6	7	7	8	4	3	2	1		8	85
Wayne	7	4	6	9	9	6	7	5	3	1	3	4	2				66
Wilson		14	22	22	16	2	22	12	16	4						16	146
TOTAL	56	224	340	346	362	359	376	352	314	287	247	148	73	35	8	574	4109

* Age Not Verified

TABLE V

NUMBER OF CHILDREN SERVED BY AGE

Summer 1974

LEA	Age 4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL
Bertie		3	6	7	8	15	13	9	10	10	6	4	5	2				98
Camden		3	6	8	4	5	6	5	1	2		1	1	1				43
Columbus	5	15	12	16	11	8	26	17	12	16	13	15	10	7	4	3	2	192
Duplin	2	2	2	4	2	4	1	2	4	7	8	15	40	42	34	20	13	202
Greene											2	9	62	60	41	27	24	225
Halifax	12	30	33	29	29	20	21	15	15	5	10	2	1	1		1		224
Harnett	1	5	11	7	10	6	9	9	6	10	7	3	3	1				88
Haywood	1	2	3	5	7	6	5	3	4	1	1	4						42
Henderson	9	6	5	7	8	4	8	3	3	3	1	1						58
Hertford		6	9	7	14	8	9	9	3	4	1	4	5	4				83
Johnston	2	5	6	3	6	6	6	5	2	1		1	1					44
Lenoir		2	1	6	7	4	7	7	7	8	8	10	9	14	4	4	3	101
Martin	1	3	8	5	8	4	5	4	3	2	2	1		1				47
Maxton			7	12	14	22	20	2	15	10	13	20	6	5	2			148
Northampton	2	10	17	23	8	10	18	16	19	9	8	3						143
Pasquotank		14	17	15	20	19	19	16	14	12	4	2						152
Pitt													16	20	16	12	27	91
Red Springs			3	2	7	5	4	7	1	2	2	1	1					35
Robeson		6	9	9	15	15	18	21	17	15	13	6	1	2				147
Sampson	4	39	16	37	37	22	21	18	15	6								215
Wake								6	6	13	8	15	12	13	10	13	14	110
Washington		4	7	7	9	10	10	9	6	5	6	3	3	1				80
Wayne									1	2	2	4	14	12	6	5	17	63
Wilson		14	12	10	13	10	6	4	1	2								72
TOTAL	39	169	190	219	237	203	232	187	165	145	115	124	190	186	117	85	100	2703

During the regular school term the instructional phase of the migrant projects was essentially tutorial in nature. Teachers and aides were employed by their local projects to work with the migrant children on an individual basis In each case the classroom teacher assessed the deficiencies of migrant children and prescribed, sometimes in combination with the migrant teacher, the instruction to be performed by the tutor.

As far as possible, the summer elementary and secondary projects were planned so that they would meet the primary instructional needs of the students as well as their secondary supportive needs. Secondary school projects concentrated in the area of prevocational and occupational instruction, while the primary emphasis in the elementary schools was in language arts, reading and mathematics. All projects recognized the need for recreation and the improvement of self-image.

During the summer migrant projects the instruction varied from tutorial to large group activities. Because of the scattered migrant housing in Robeson, Bertie and Lenoir Counties and the responsibility of some of the migrant children, particularly those in the middle and upper grades, for contributing to the family income, it appeared feasible to employ tutors who could provide instructional services in the homes of the migrants on a scheduled basis. This left the children free a large part of the time to participate in farm activities and thereby to contribute to the family income. After a period of tutoring in the homes, however, the parents in Lenoir County requested that the instruction be carried out in a school setting.Because of the fact that other activities were being conducted in the schools in Bertie County, the Board of Education decided to move the migrant program into a school setting also. This left only Robeson County with a home tutorial program.

Most of the summer migrant projects were conducted at school sites and the children were transported to the school in school buses. Instruction in the projects was in small groups or on an individualized basis most of the time. Some activities were suited to large group instruction.

In most summer programs, personal enrichment activities were quite evident. Field trips, swimming, organized games, free play, music, drama, dance and other cultural and recreational activities were included in many of the projects.

An element of guidance and counseling was included in each of the summer secondary projects as well as the more comprehensive elementary projects. This program component was stronger in some projects than in others with Duplin and Wayne County projects providing outstanding services in this area.

All secondary summer projects offered instruction in some occupational areas this summer. The offerings included bricklaying, carpentry, and woodwork, small engine repair, automotive repair, and a series of offerings such as ceramics, metal working, plastic molding, leather work, etc., which progressed into the arts and crafts instruction. In many of the projects these offerings were related to the guidance - vocational exploration instruction. Although these offerings were modified to fit the interests and needs of the migrant students, they were not considered special areas by the instructors who taught similar courses during the regular school term nor by the project planners.

No North Carolina projects designed special offerings for handicapped students. No handicaps requiring special programs were noted among the students in the summer of 1974.

Automotive engine tune-up instruction was provided for junior and senior high school students through the use of a mobile classroom unit owned by the State and operated at the local unit level on a scheduled basis among those LEAs which had a concentration of secondary school age migrant youth. During the regular school term this mobile unit served 240 students. Another mobile unit equipped to teach small engine repairs served 60 migrant students during the regular school term. During the summer term these units served 86 and 43 students respectively.

In the past the State has operated two mobile units in the automotive engine tune-up instruction program. During 1974 one of these mobile units was renovated so that it could be equipped to teach small engine repairs. This accounts for the smaller number of boys receiving automotive engine tune-up instruction than in previous years.

In the regular school term projects there is considerable coordination between the migrant project activities and other school programs. Since migrant projects are typically small, Title I directors are often responsible for the coordination and administration of the migrant program. Title I also supports the migrant program through the local inservice activities as well as health services when these services are provided by Title I. In all projects the locally-funded supporting services are available to the migrant students.

Except for migrant education projects, summer school operations are relatively rare in North Carolina. One project, Camden County, still operates a Title I Migrant Coordinated Program with an extended school day for the migrant students. Some of the secondary school migrant programs shared facilities and some planned competitions with migrant classes. Basically, however, the coordination during the summer is limited to the provision of facilities, equipment, and materials, some training and services by LEA personnel who are employed 12 months, and the involvement of the principals in the schools in which the project is conducted.

SUPPORTING SERVICES

During the regular school term supporting services were severely limited because of the emphasis on instruction to supplement existing programs and the conscious effort not to supplant any available services with migrant funds.

Summer migrant projects were generally the only activities in operation in the LEAs making it necessary for the migrant project to place more value on the supporting services required in order to make the project successful. In most cases the summer migrant projects provided transportation, food services, health services and recreation. A majority of the projects also provided some clothing. In some cases the clothing was donated by social service organizations and in other cases it was purchased with project funds.

In cases where similar services were available from the local board of education, other agencies of local government or private non-profit organizations, there was a coordination of effort with the migrant education project in order to prevent supplanting or overlapping of services.

One of the State services which supported the successful operation of the migrant program was the record transfer system. Each LEA participated in the system by sending student data to the teletype terminal operators at the Migrant Education Center in Grifton for transmission to the Migrant Student Data Center in Little Rock, Arkansas.

The Migrant Education Center served as a support base for the migrant education projects. In addition to serving as the teletype terminal location for the Migrant Student Record Transfer System, it also served as a repository for educational films which

were available to LEAs for use in their migrant education projects.

The purchase of equipment under the migrant projects was held to a minimum. Only that equipment which could be shown to be essential to the success of the instructional program was approved for purchase. Each LEA was required to maintain an inventory of equipment purchased under previous migrant projects, and items of equipment were transferred from one LEA to another when it was no longer used for the purpose for which it was intended in the LEA which purchased it.

COORDINATION WITH OTHER PROGRAMS

Throughout the migrant education projects in North Carolina there was a high degree of coordination and cooperation with other agencies. This was strongly encouraged through the regular meetings of the State Advisory Committee on Services to Migrants. At different times, personnel from the State Migrant Education section served as Chairman and as Secretary of this statewide coordinating committee. Agencies represented on this committee are:

Migrant Education Section - Department of Public Instruction

Farmer's Home Administration

Migrant and Seasonal Farm Workers Association

N. C. Community Action Association

N. C. Department of Agriculture

N. C. Department of Community Colleges

N. C. Department of Human Resources - Division of Mental Health

N. C. Department of Human Resources - Division of Social Services

N. C. Department of Human Resources - Division of Economic Opportunity

N. C. Department of Human Resources - Division of Vocational Rehabilitation

N. C. Department of Labor

N. C. Employment Security Commission - Rural Manpower Service

N. C. Human Relations Commission

N. C. State Board of Health - Migrant Health Project

N. C. State Board of Health - Sanitary Engineering Division

U. S. Department of Agriculture

U. S. Department of Labor

In addition to the above named agencies, meetings of the committee are regularly attended by representatives from the Governor's office, by the State President of the North Carolina AFL-CIO, and by personnel from local migrant councils and community action agencies.

Local advisory committees have been established in each area served by a migrant education project. The State Advisory Committee assisted the local councils in their work through annual regional or statewide meetings. Information was shared and plans developed that enabled each agency to use its resources to the maximum benefit of the greatest number of migrants.

STAFF UTILIZATION

The 29 regular school term migrant education projects employed a total of 106.5 staff members. The pattern of staffing is indicated by Table VI. The number and responsibilities of the program staff of the summer migrant projects is indicated on Table VII. Figures on these tables represent both full-time and part-time employees and not full-time equivalent staff positions. Non-professional supporting personnel such as maids, janitors and lunchroom workers have not been included in these tables.

Table VIII contains the instructional staff-pupil ratio for the 24 summer projects. Where State site teams determined that counselors, coordinators or other professional personnel were significantly involved with instruction, these personnel were considered in the reported ratios. Teacher-pupil ratios are not reported for regular school term projects as they could be very misleading without a consideration of schedules and pupil contact times.

COMMUNITY INVOLVEMENT

Community involvement in regular school term migrant education programs was not as evident as that noted in the summer projects. This may have been because of the supplementary emphasis placed on the regular school term projects. In those LEAs where the local project charged one or more persons with the responsibility of making visits in the home for the purpose of home-school coordination or recruitment, the reported community involvement in the project was increased. Nurses, home-school coordinators, social workers, supervising principals and instructional personnel played an important part in soliciting involvement from the community agencies as well as from the parents of the migrant children.

School-based projects generally realized greater community involvement than the home-based tutorial projects. One reason for this appears to be that the home-based tutorial projects concentrated almost exclusively on the instructional needs of the migrant child while the school-based projects considered all of the child's needs. Much of the involvement of community agencies in the migrant education project comes through their efforts and interests in assisting with some of the supporting services which are secondary in the migrant education programs.

Field trips serve as one medium for encouraging parent and community involvement in project activities. The use of volunteers from the community on field trips has some tendency to carry over into other aspects of the program.

Some of the summer migrant projects had excellent community involvement as indicated by the number of adult volunteers other than migrant parents who donated their services to making the local project a success. These volunteers served as instructors, instructional aides, lunchroom workers or as resource individuals to enrich the experiences of the migrant children.

INTERSTATE PLANNING

One of the activities which indicates the interstate coordination of the North Carolina Migrant Education Program with similar projects and programs in other states was the Eastern Regional Migrant Education Conference held in Atlanta, Georgia. Prior to the conference, the Coordinator of Migrant Programs, Division of Compensatory Education, met with State directors and consultants in migrant education from other states to plan the details of the program. It was through this interstate committee that a conference and workshop agenda was finalized which resulted in the active participation of more than 500 local project personnel from 21 eastern states.

TABLE VI

LEA STAFF*

REGULAR TERM 1973-74

LEA	Teachers	Instructional Aides	Directors - Coordinators	Counselors - Tutors	Record Clerk	Nurses	TOTAL
Bertie County	1		1				2
Bladen County	1						1
Camden County		2.5			.5	.25	3.25
Carteret County		.75			.25		1
Columbus County		4	1				5
Duplin County	3						3
Edgecombe County		4	1				5
Goldsboro City	5	1	1	1			8
Greene County	.5			.5			1
Halifax County	2	6	1	1	1		11
Harnett County			1			1	2
Haywood County	1						1
Henderson County	1	1					2
Hertford County		6					6
Johnston County		2	1				3
Lenoir County		2	1	2	1		6
Martin County		2	1				3
Maxton City	1	2	1				4
Nash County		3	1		1		5

TABLE VI

(Continued)

	Teachers	Instructional Aides	Directors - Coordinators	Counselors - Tutors	Record Clerk	Nurses	TOTAL
Northampton County	2	1	1				4
Pasquotank County		4	1				5
Pitt County	2		1				3
Red Springs City	1	1			.25	1.25	2.25
Robeson County	4						4
Sampson County	2		1				3
St. Pauls City	1		.25		.5		
Washington County	1		1		1		3
Wayne County	1	2					3
Wilson County		3	1				4
TOTAL	29.5	47.25	17.25	4.5	5.5	2.5	106.5

*Includes full and part-time professional and instructional staff.

TABLE VII

LEA STAFF*

SUMMER TERM 1974

LEA	Teachers	Instructional Aides	Directors - Coordinators	Counselors - Tutors	Record Clerk	Nurses	Other personnel including Unpaid volunteers
Bertie County	5	2	1			1	1
Camden County	3	3	1	1	1	1	4
Columbus County	9	8	2			1	9
Duplin County	10	1	1		1	3	12
Greene County	6		1	4	1		1
Halifax County	12	7	1	1		1	1
Harnett County	7	6	1		1	1	13
Haywood County	4	1	1		1		5
Henderson County	3	4	1			2	5
Hertford County	4	4	2	1	1	1	2
Johnston County	4	6	1		1	1	14
Lenoir County	5	4	1	1	1		9
Martin County	2	4	1				5
Maxton City	10		2				8
Northampton County	8	6	1	1	1	1	14
Pasquotank County	10	7	1		1	1	7
Pitt County	7		1		1		4
Red Springs City	2	2	1		1		5
Robeson County	20		1		1		

TABLE VII

LEA STAFF*

SUMMER TERM 1974

(Cont.)

LEA	Teachers	Instructional Aides	Directors - Coordinators	Counselors - Tutors	Record Clerk	Nurses	Other personnel including Unpaid volunteers
Sampson County	10	2	1				13
Wake County	5	3	1	1	1		4
Washington County	4	4	1	1	1	1	9
Wayne County	3	2	1		1		
Wilson County	5	5	1		1		11

TABLE VIII

RATIO OF INSTRUCTIONAL PERSONNEL TO PUPILS*

Summer - 1974

LEA	Teacher-Pupil Ratio	LEA	Teacher-Pupil Ratio
Bertie County	1:15	Martin County	1:12
Camden County	1:7	Maxton City	1:15
Columbus County	1:9	Northampton County	1:10.2
Duplin County	1:18	Pasquotank County	1:10
Greene County	1:37	Pitt County	1:13
Halifax County	1:12	Red Springs City	1:9
Harnett County	1:12	Robeson County	1:23
Haywood County	1:7.6	Sampson County	1:21.5
Henderson County	1:19	Wake County	1:16
Hertford County	1:10.5	Washington County	1:20
Johnston County	1:4.5	Wayne County	1:21
Lenoir County	1:10	Wilson County	1:14

*All teachers and instructional aides were counted in the computation of the teacher-pupil ratio. When counselors, social workers, coordinators, nurses, etc., were involved in actual pupil instruction, they were also considered in deriving this ratio.

Other interstate planning activities were conducted at national and regional meetings of the State Directors of Migrant Education. One outcome of these efforts was the adoption by several states of a plan to keep other State Directors informed of any interstate migrants "home-based" in any of the cooperating states who enrolled in migrant education programs in any other state along the migrant stream. Each LEA collected this information at the time the interstate migrant enrolled and sent it to the State Coordinator of migrant programs. It was then sent to the State Director of migrant programs in the child's home-base state. This alerted the State director in the home-base state that the child had been enrolled in a migrant education program in North Carolina.

In addition to this informal exchange of student information, each LEA operating a migrant education project complied with all regulations and procedures of the National Migrant Student Record Transfer System.

National conferences for State Directors and other program personnel were conducted each year and were of some value in publicizing program information and administrative requirements.

EXOTECH EVALUATION

During the year North Carolina was selected as one of ten states to participate in an evaluation and assessment of migrant program operations. The evaluation was carried out by Exotech Systems, Incorporated, under a contract with the U. S. Office of Education. Evaluators from the contracting agency visited the state and gathered program information from the State Migrant Office, cooperating agencies and committees, local project directors, teachers, aides, students, and parents of migrant students.

Since the evaluation and assessment was of national scope and North Carolina was only one of the states being sampled, the primary findings of the study relate to the national migrant program. However, it is possible to extract items from the Exotech report which reflect situations existent in each individual state taking part in the study. In the final report North Carolina is recognized for noteworthy contributions to migrant education in the following program activities and local project operations:

1. Migrant Education Program Support Team
2. State Migrant Education Program Evaluation efforts
3. State Migrant Education Interagency Council
4. State Program of Staff Development for Migrant Project personnel
5. Harnett County Migrant Project
6. Pitt County Migrant Project

STATE OBJECTIVES

Although the state goals and objectives are not stated in specific measurable terms, each was attained to a greater or lesser extent. This is evidenced by the reports from 167 monitoring visits to the LEAs by the state migrant consultants. On each monitoring visit by a state consultant the project records and reports were checked; authorization for enrollment forms were reviewed; attention was given to the coordination of the migrant project with other school programs; Parent and Advisory Committee involvement was noted;and recommendations for improving the operation of the project or keeping it functioning according to the project proposal were made. This regular monitoring by the state migrant education consultants along with the activities sponsored and con-

ducted through the State Migrant Education Office is basis for the judgement that each state objective was met.

PROJECT OBJECTIVES

The regular school term projects were supplementary in nature and were directed specifically toward those needs of the migrant students which were not being met adequately in the regular school program. For this reason the project objectives during the regular school term were limited. Twenty-seven (27) of the units included an objective relating to improvement in language arts; twenty-one (21) included mathematics in their project; nineteen (19) units included an objective relating to the students' self-image; eleven (11) included a health services objective; and four (4) units developed objectives relating to improvement in social studies. Topics of other objectives during the regular school year were parent involvement, occupations, readiness/kindergarten, cultural enrichment, grade placement and natural science.

There was a marked increase in the number of objectives in the summer project proposals. This was due to the state consultants insisting that the LEAs include objectives relating to all phases of project operations in the project proposals. The evaluation of each project was based upon the set of objectives in the project application. All of the local project objectives were supportive of the State Program objectives. In addition to specific performance objectives in each instructional area included in the project, each project application contained objectives relating to needs assessment, staff development, dissemination of information, clerical responsibilities, project evaluation, fiscal reporting, parent advisory committee activities, health services, recruitment, social growth, and community involvement.

Objectives for both the regular school term and the summer term were the primary basis for evaluating the success of each LEA project. A judgement was made on each objective in each project as to the degree of attainment of the objective. Every available source of information bearing upon the objective was used in making judgement as to whether it was fully met, partially met, or not met. The most heavily relied upon document was the local evaluation report prepared by the local project director and his staff. Other sources of information used in this evaluation effort were reports of monitoring visits by members of the evaluation teams, state consultant monitoring reports, observations and reports from news media, and reports from staff development consultants who worked in the LEAs during the operation of the projects.

A summary of the degree to which each objective in each LEA project was attained is contained in Tables IX and X.

DISSEMINATION

Dissemination of program information at the local level included news releases to local newspapers; coverage by local radio and television stations; reports to local boards of education and other local groups; pictures, slides and tape recordings which were presented to selected audiences; and the distribution of newsletters.

At the State level there was a periodic dissemination of information through the publication of Migrant Matters. This newsletter was directed to local migrant project directors, school superintendents, advisory committee members, personnel in the State Education Agency, and the U. S. Office of Education. Additional news releases from the Division of Public Information were sent to newspapers, radio, and television stations, wire services and other news media.

TABLE IX

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES

Regular Term - 1973-74

OBJECTIVES

■ = Fully Met
◪ = Partially Met
⊠ = Not Met

LEA	LEA Project Objectives Relating to: Language Arts	Math	Self-Image	Health	Parent Involvement	Social Studies	Occupations	Readiness/ Kindergarten	Cultural Enrichment	Grade Placement	Natural Science
Bertie	⊠	◪	⊠								
Bladen	⊠										
Camden	◪		◪	◪							
Carteret	◪				⊠						
Columbus	◪		◪	◪							
Duplin	◪	◪	⊠								
Edgecombe	■	■	◪								
Goldsboro City	■	■	■	⊠		■	◪				
Greene	■	◪	■					■			
Halifax	⊠	⊠	■	■				◪			
Harnett	◪	◪		■							
Haywood	■	◪		■						◪	
Henderson	■	■	◪								
Hertford	◪										
Johnston	⊠	⊠	■								
Lenoir	◪	◪	■								
Martin	■	■	■	■							
Maxton City	■		■		◪						
Nash	■	■				■					■
Northampton	◪		■	■							
Pasquotank	◪	◪									
Pitt	■	■	■								
Red Springs City	◪	◪									
Robeson	◪		■	■					■	◪	
St. Pauls City		◪									
Sampson		■				■					
Washington	◪	■	■	■							
Wayne	◪	◪	◪			■					
Wilson	◪	◪	■	■							

TABLE X (continued)

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES

Summer - 1974

OBJECTIVES
■ Fully Met
◪ Partially Met
☒ Not Met

LEA	LEA Project Objectives Relating to: Needs Assessment	Staff Development	Dissemination	Record Keeping	Evaluation	Fiscal Reports	Advisory Committee	Health	Recruitment	Social Adjustment	Parent Involvement	Language Arts	Mathematics	Natural Science	Academic Achievement	Cultural Enrichment	Arts and Crafts	Occupations	Guidance	Physical Education	Readiness/ Kindergarten
Maxton City	■	■	◪	☒	☒	■	☒	◪	■	◪	■				■			■		■	
Northampton County				■	☒			◪		■		■	■	■		■		■		■	■
Pasquotank County					■	■	■		■	■	■	■	■	■		■		■		■	■
Pitt County		☒	◪	■	■	■	■	■	◪	■	■					◪		◪			
Red Springs City	■	■	■	■	■	■		■	■	■	■	■	■			■				■	
Robeson County	◪	■	■	■	■	◪	■	■	■	◪	◪					◪					
Sampson County	■	■	■	◪	■	■		■	■	■	■	■	■								
Wake County	■	■	■	◪	■	■	◪	☒	■	◪	☒							◪		■	
Washington County		■	■	■	■	■	■	■	■	■	■	■				■		■			
Wayne County	■	■	■	☒	☒	■	■	■	■	◪	◪							■		■	
Wilson County	■	◪	■	■	■	■	■	■	■	■	■	◪	◪							■	

TABLE X

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES

Summer - 1974

OBJECTIVES
■ Fully Met
◪ Partially Met
⊠ Not Met

LEA	LEA Project Objectives Relating to: Needs Assessment	Staff Development	Dissemination	Record Keeping	Evaluation	Fiscal Reports	Advisory Committee	Health	Recruitment	Social Adjustment	Parent Involvement	Language Arts	Mathematics	Natural Science	Academic Achievement	Cultural Enrichment	Arts and Crafts	Occupations	Guidance	Physical Education	Readiness/ Kindergarten
Bertie County	◪	⊠	■	⊠	■	■	■	■		■	■	■	⊠				■				
Camden County	■	■	◪	■	■	■	◪	■	■	◪	◪	◪	◪								◪
Columbus County	■	■	■	■	■	■	◪	◪	■	■		■	■			■	■	■			
Duplin County		⊠	⊠	■		■			■	◪						◪		◪		◪	
Greene County		■	◪	■	⊠	■	◪	■		■								■			
Halifax County	■	◪	◪	⊠	■		⊠	■	■	■	■	◪	◪			■		■	■	■	◪
Harnett County	■	■	■		■	■	■	■	■	■	■	■	■		■						
Haywood County	■	■	■	◪	■	■	◪	■	■	■	■	◪	◪					■		■	■
Henderson County	■	■	■	■	■	■	■	◪	■	■	◪	■	◪								■
Hertford County	■	■	■	■	■	■	■	■	■	■	■	◪	■				■				◪
Johnston County	■	■	■	⊠	■	■	⊠	■	◪	■	■				■						
Lenoir County		■	■	■	■	■	◪		■	■	■	◪	◪			■		■		■	
Martin County	■	■	■	■	■	■	■	■	◪	■	■	■	■			■					

Another method of disseminating program information was through reports given at the periodic meetings of the State Advisory Committee on Services to Migrants. Program information was also disseminated through visitation among the local projects.

At least one person in each local project visited at least one other project during the summer. This afforded an opportunity for firsthand observation of project activities and the exchange of ideas and information among the projects.

Two dissemination efforts of the State Migrant Education Section are noteworthy. One was an Award of Excellence for Educational Communications presented by the National Association of State Education Department Information Officers (NASEDIO) at its annual meeting in New Orleans. The award recognized the excellence of "Migrant Matters," the newsletter published by the State Migrant Education Office.

The other noteworthy dissemination effort was the production of a slide-tape program and printed brochure describing the state migrant education program support team. This program has been presented to the U. S. Office of Education, Regional Migrant Education Conference, State and local audiences.

CHAPTER IV

PROGRAM EFFECTIVENESS

PROGRAM FOCUS

In considering the effectiveness of the North Carolina Migrant Education Program, it is necessary to take into account the different types of projects being operated within the state. Regular school term projects are operated for the benefit of intrastate migrants and the smaller number of interstate migrants who are home-based in North Carolina. These projects are supplementary in nature and are designed to strengthen instructional programs offered through State, local and other federal sources of funding. Summer term migrant education programs are focused more directly on the needs of interstate migrants and provide a full range of instructional and supporting services.

It should be noted that there are two distinct types of summer migrant education projects. One type of project serves elementary school children. The other is restricted to providing services for secondary school age youths who are a part of the migrant labor force.

TESTING RESULTS

Between September and June, slightly more than four thousand migrant students were enrolled in the various migrant education projects across North Carolina. All projects did some testing and submitted scores for this state analysis. The emphasis upon documenting achievement of project objectives with gain scores apparently had an impact since eighty percent of the projects submitted pre-test as well as post-test scores this year. Students who entered North Carolina migrant projects during the first three months of the regular term stood an excellent chance of being tested with one of ten different achievement tests.

Although the number of scores received in 1974 exceed those reported in any previous year, all of the difficulties of obtaining cognitive measurements of a mobile population were quite apparent. The use of ten different tests and score types ranging from grade equivalents to raw scores severely limited the statistical comparisons which could be made. Migration and absences made it quite difficult to obtain two sets of measures on the same students over any reasonable span of instruction. Given these difficulties, it was quite challenging to report gain scores representative of three or more projects with more than thirty students at the same grade level on the same test. This standard was reached for approximately half of the gain scores reported and it is believed that such results provide the best estimates to date of the progress being made by North Carolina migrant students.

The instructional period between the scores reported in Tables XIII through XIX varied with the project submitting the scores. The average time for most results was approximately seven months. The average reading gain for this period ranged from eight months on the Gates-MacGinitie and the Stanford Achievement Tests to four months on the Metropolitan Achievement Tests. Since there is an inconsistent pattern of test selection, it is likely that differential project results are a factor in this variability. Inspection of the tables reveals that the range of achievement between grades exceeds the range between tests. Some table entries (Table XIII through XVII) indicate that the higher gains are associated with the lower pre-test scores. Mathematics gain scores are reported in Tables XVIII and XIX. If these tables could be summarized, the average gain would be approximately four months over the instructional period.

Considering all qualifications which are necessary in the interpretation of this data, the most meaningful comparison may be with previous results. There is an improvement

TABLE XI

READING STATUS

Mean Grade Equivalent Scores for all Tests*
Beginning of year and early mid-year data

1973-74 Regular Term

Grade	Number of Students	Mean G. E.	Deviation
1 (1.3)	59	1.5	+0.2
2 (2.3)	166	1.4	-0.9
3 (3.3)	141	2.1	-1.2
4 (4.3)	180	2.5	-1.8
5 (5.3)	140	3.5	-1.8
6 (6.3)	187	3.9	-2.4
7 (7.3)	156	3.7	-3.6
8 (8.3)	128	5.8	-2.5
9 (9.3)	40	5.8	-3.5
10 (10.3)	12**	6.7	-3.6
11 (11.3)	4**	6.3	-5.0
12 (12.3)	9**	9.1	-3.2

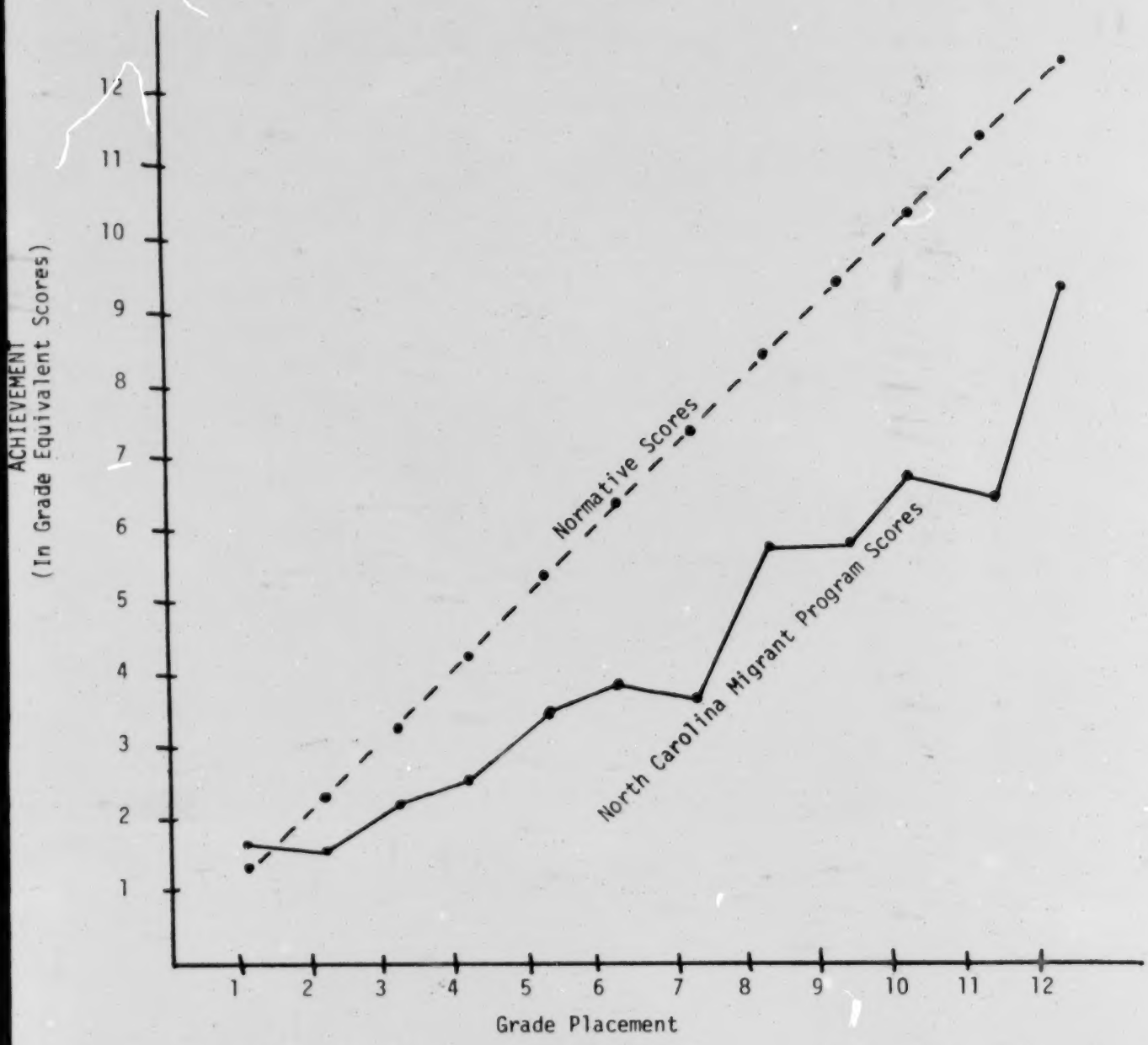
*These results were obtained by averaging all pretest scores reported in grade equivalent form on the Metropolitan Achievement Tests, Stanford Achievement Tests, Iowa Tests of Basic Skills, California Achievement Tests, SRA Achievement Tests, Comprehensive Test of Basic Skills and the Gates MacGinitie Reading Test. While it is recognized that such averaging is not strictly valid, these results provide as meaningful an estimate as can be obtained from varying test data.

**Small number of cases.

FIGURE VI

READING STATUS 1973-74

National Normative Scores and North Carolina Migrant Program Scores*



*Based on Data from Table XI

TABLE XII

MATHEMATICS STATUS

Mean Grade Equivalent Scores for all Tests*
Beginning of year and early mid-year data

1973-74 Regular Term

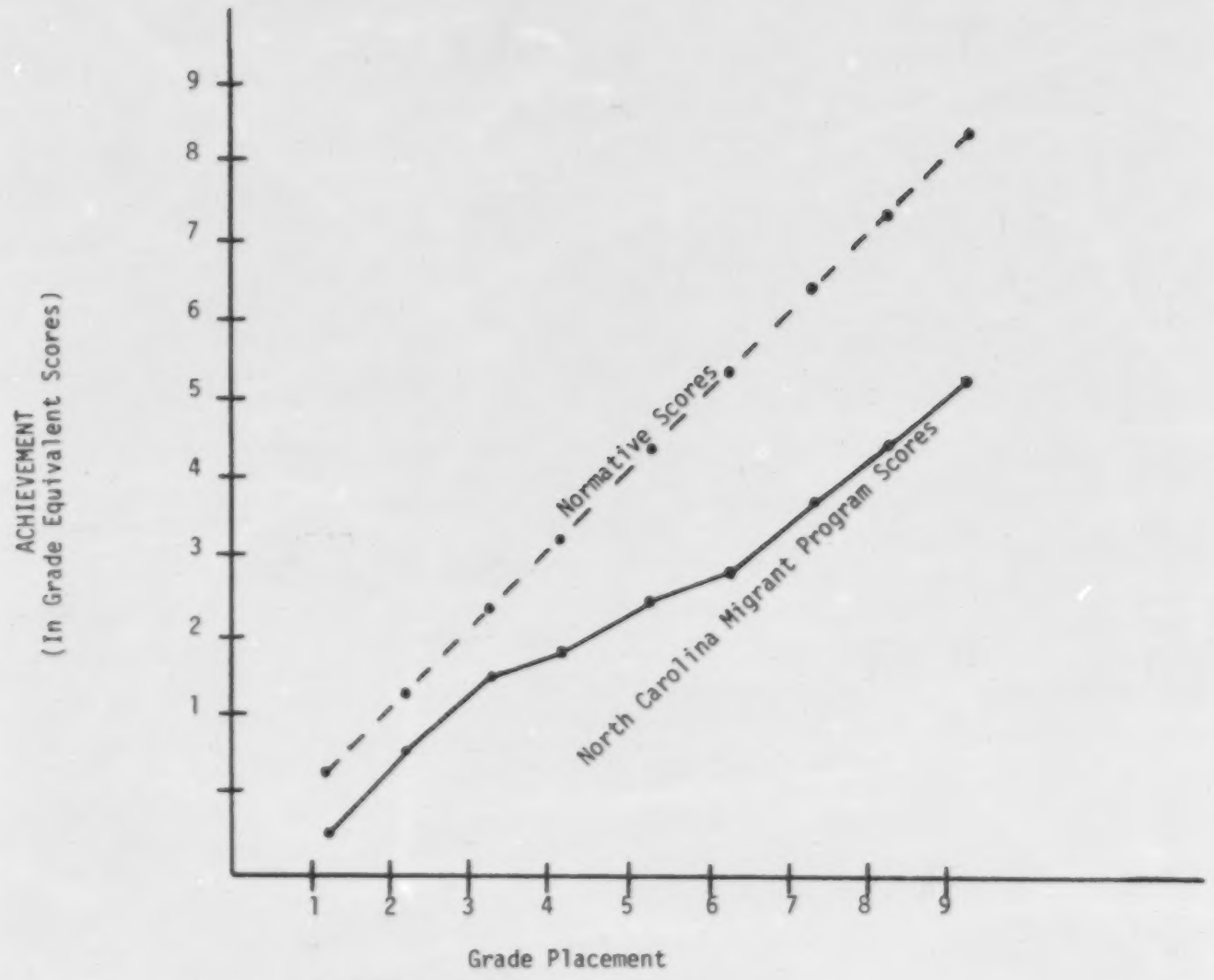
Grade	Number of Students	Mean G. E.	Deviation
1 (1.3)	11	0.5	-0.8
2 (2.3)	74	1.6	-0.7
3 (3.3)	59	2.4	-0.9
4 (4.3)	83	2.9	-1.4
5 (5.3)	63	3.4	-1.9
6 (6.3)	76	3.9	-2.4
7 (7.3)	77	4.8	-2.5
8 (8.3)	56	5.4	-2.9
9 (9.3)	37	6.2	-3.1

*These results were obtained by averaging all pretest scores reported in grade equivalent form on the Metropolitan Achievement Tests, Stanford Achievement Tests, Iowa Tests of Basic Skills, California Achievement Tests, SRA Achievement Tests and the Comprehensive Test of Basic Skills. While it is recognized that such averaging is not strictly valid, the results provide the most meaningful estimate that can be obtained from varying test data.

FIGURE VII

MATHEMATICS STATUS 1973-74

National Normative Scores and North Carolina Migrant Program Scores*



*Based on Data from Table XII

in reading performance when the 1974 "test sample" of migrant students is compared to the results reported in 1973. Even more encouraging is the fact that current gains are more consistent within grades and that fewer negative gain scores were reported this year. Similar improvements were not noted in mathematics where the "average" gain was considerably lower than the 1973 results. It is noted, however, that over the range of grades represented, the deficit in mathematics is less than the reading deficit. In light of what is known about the average achievement of North Carolina students (the 1972 state assessment revealed that sixth grade students were around nine months behind the test publisher's norms), achievement test results for migrant children indicate that reading should continue to be emphasized and the emphasis of mathematics should be increased. Individual project gains are recorded in the respective individual project evaluation reports.

Tables XI and XII represent an attempt to maximize the use of available data. Test scores on all ten pre-tests were averaged in an attempt to ascertain the reading and mathematics status of the current migrant population. The graphic representation of these 1,222 scores is given in Figures VI and VII. These results reveal the mounting deficit facing migrant students as they continue in school. The current pattern is quite similar to those reported in past evaluations. The apparent progress in the upper grades is probably due to dropping out of many of the less able migrant students. A meaningful goal of the migrant program might well be to increase the numbers of students in these grades.

All test results indicate that North Carolina migrant students are progressing at a rate comparable to most compensatory education students, and that over a two-year period gains in reading have been improved. There is no statistical method by which portions of these gains may be divided between the regular school offerings and the supplementary migrant program. More elaborate measures can be recommended, but perhaps the state evaluation requirements can be satisfied with this note of progress while developing more detailed evaluation designs for those projects which appear to be doing the "best job" with students.

EXEMPLARY PROJECTS

In the past it has been the policy of the State Migrant Education Section to recognize exemplary activities in the local projects. This has been valuable in bringing about desired changes in other projects. At this time, however, it is the judgement of the State Migrant Education staff that this practice should be discarded and that truly outstanding projects, rather than isolated practices, be brought to the attention of those concerned. For this reason, the Northampton County project and the staff development project of the state migrant office have been selected for this purpose.

NORTHAMPTON COUNTY - AN EXEMPLARY PROJECT.

"Community living" was the underlying theme of the Northampton County migrant project conducted at Rich Square Elementary School. Eight teachers and six aides under the direction of the project coordinator encouraged the children to develop a model community at the school. They were assisted by outside resource persons including forest rangers, soil conversationists, home demonstration agents, agricultural extension agents, town officials, parents, community volunteers and merchants. The instructional areas of the program consisted of kindergarten, language arts, math, science, homemaking, woodworking, and cultural arts.

The kindergarten consisted of 24 five and six-year-old youngsters taught by a competent teacher, an aide, and an NYC student. In a very short time all the children became involved in the various learning activities of housekeeping, art, music and dance, story telling, creative writing, math and listening. A miniature model community was set up by the pupils and teacher, and each house had a child's name on it.

Visits to the grocery store, bank, post office and other community centers acquainted these little ones with the various functions in the community. Basic concepts were taught through various activities; for example, in the block center, size, shape and comparisons were emphasized by the teacher as she asked questions such as "Can you build a building exactly as tall as you?" Pre and post-tests of the Boehm Test of Basic Concepts were administered.

Outdoor activities consisted of climbing, jumping rope, bouncing balls, playing with trucks, and visiting the "Outdoor Environmental Classroom." A snack and Type A lunch were served each day in order to meet nutritional needs. After lunch the children rested.

Multi-aged grouping was initiated for pupils of grades one through three. The pupils in this age group were actively involved in "open classroom" arrangement housed in the gym where the walls had recently been repaired and painted and the floor cleaned and varnished. One half of the gym was developed into a community as the program progressed. Students did research on the community by visiting stores, banks and other local business establishments. On the basis of interviews with bankers, policemen, firemen, grocerymen and others, they developed a "total community" including a house, grocery store, fire station, post office, bank, restaurant, gas station, hospital, airport, construction company, and even a mayor's office and license examiner's bureau. They also had a real vegetable garden on the school grounds. Strips of masking tape became the streets and highways around the community. Highway signs were erected and all traffic signals were taught and observed as the children moved freely from one structure to another.

Dramatic play in the model community was a part of each day's activities. The pupils and teachers decided who would be the banker, mayor or doctor for the day. Then they acted out the daily life of the community. After the role playing, children and teachers evaluated the day's activities, its problems, potential solutions. Because a form of communication is necessary in a community, oral and written activities were provided, primarily through discussions, records, and learning games. Field trips, including on-campus excursions to the "Environmental Classroom," broadened the reservoir of experiences. Records and games helped develop and improve mathematical skills.

The occupational education instructor, who volunteered his service to the program, constructed the buildings for the community. These buildings were portable and could be placed at pre-determined places on the gym floor.

Students expressed themselves through finger painting, tempra painting, drawing and clay modeling. Through organized recreation, the children learned to coordinate their physical movements and become more agile through activities such as dance. Free play with jump ropes, tire swings, volleyballs, and sandboxes was also included.

The language arts component for pupils in grades 4-8 began and ended with the Slosson Oral Reading Test. The pre-test determined the reading level at which the pupil could begin working with a degree of success. The post-test measured his improvement by the end of the program. Language arts concentrated on the areas of word attack skills, comprehension, vocabulary, creative writing and listening.

Learning centers were attractively arranged and the students were allowed to work at their individual rates. Each center was planned to fit the needs and abilities of all the students. Many teacher-made devices were used in addition to commercial products such as word concentration, antonym, synonym and homonym games. Word games emphasized basic sight words and developed comprehension and listening skills. A writer's table available for creative writing was occupied frequently by pupils recording their experiences. A popular topic with the students was the "outdoor" classroom.

One of the most important activities in the language arts component was the active involvement of all the students in writing a school newspaper. After a study of the local newspaper and a visit to the news office, each student was assigned responsibility for a column in the paper. They wrote articles about student activities in woodworking, music, science, math, arts and crafts.

An "Outdoor Environmental Classroom," or nature trail was developed during the project. The Northampton County soil conservationist presented a slide program about an "Outdoor Environmental Classroom" as in-service training for the teachers. The concept was then presented to the Migrant Advisory Council. Volunteer parents came to help students and teachers clear out underbrush and debris from a wooded plot located across the street from the school campus. Among the featured learning stations were tree and plant idenfification markers, insect study areas, and wildlife viewing stations. With the assistance of a forest ranger, students marked trees with placards indicating their names, height and ages. They also built bird houses in woodworking classes and placed them along the trail. Future plans call for extending the trail and adding soil identification pits, more learning stations, and a picnic area.

One result of plant study in the "outdoor environmental classroom" was an interest in terrariums. An assistant county extension agent came to the school and demonstrated terrarium making. Then the students brought in jars of all shapes and sizes and made their terrariums which they could take home with them.

Preparation for planting of the community garden began in the middle of February. A soil sample was taken at the selected site and sent to the North Carolina Department of Agriculture for analysis. When the results of the soil test were received in March, the recommended chemicals and fertilizers were applied to the site and the ground was plowed and disked.

Excessive rainfall delayed the actual planting until late April. Because local area planting was in progress, equipment for making the rows was not available. A diagram of the proposed garden was drafted, the rows were made with hand implements, and the seeds were planted. The lack of moisture during the growing and maturing season limited the yield of the garden, but squash, snap beans, butter beans, tomatoes, radishes, cucumbers, and lettuce were harvested.

The children in kindergarten and grades 1-3 enjoyed visiting the garden site where they studied the plant shapes and learned to identify the various vegetables that were growing there. To the children in grades 4-8, the garden was a busy classroom and an inexhaustable source of insect specimens, different types of vegetation and soil which they used in experiments and projects as they studied natural science.

Studying the metric system was just one of many practical mathematical activities. The children were fascinated with decameters, decimeters, hectometers, kilometers, centimeters, and millimeters. With meter sticks in hand, girls and boys measured the building inside and out!

In general woodworking, the children learned to identify and use both hand and power tools, according to their individual maturity and ability. Selections of woodworking

materials for specific projects was discussed. Boys and girls used tape measures, rules, squares, and saws as they transformed pieces of lumber into shoeboxes, birdhouses, or footstools which they painted and displayed. As the program progressed, the majority of the children became independent woodworkers and with the exception of power tools were permitted to proceed on their own.

Homemaking arts provided the children with the fundamentals of sewing and mending. Using patterns and sewing machines they made items such as pillows, aprons and articles of clothing which they exhibited at their own fashion show. Visits to local department stores to purchase materials for these articles made the children conscious of color coordination and the economic value as well. Personal grooming and hygiene were stressed.

The cost of living was discussed as the teacher guided the children on visits to the grocery store where they compared prices of various products. This was followed by stressing the economic value of a garden as the children prepared dishes from the produce grown in the project's garden. Boys and girls also participated in baking birthday cakes and other pastries which became part of the cafeteria menus.

Cultural arts was a favorite for all students. They learned to make "junk" beautiful and useful. Such items as pull tabs from soft drink cans were used to make artistic articles. A fish complete with scales was made by one pupil, using these "throw away" items.

In physical education, students gained an appreciation for creative dancing, rhythm and coordination. Students and faculty participated in basketball and softball competition.

Rhythm instruments were played by students of all ages. They learned to follow instructions and read notes. Quite a number of students learned to play an organ by chords and numbers; some even by notes. Several resource people were invited to contribute in this area.

In addition to field trips to sites of interest in the county, local volunteers offered attractions. The most popular was a local equestrian who brought a horse and pony to the school and demonstrated some rudiments of horsemanship to the children.

The highlight of the summer's excursions was a trip to the Outer Banks, including the Wright memorial and the site of the Lost Colony. Following a picnic at the beach the children climbed the sand dunes of Kitty Hawk and waded in the ocean looking for sea shells.

All migrant students were transported to and from school on regular Northampton County school buses.

Health screening services were rendered by the Northampton County Health Department. The screening included visual testing by use of the Snellen Chart and screening of teeth for cavities. Positive findings resulted in referrals to appropriate agencies and physicians for treatment. Health services were also rendered by a doctor and a nurse at the Migrant and Seasonal Farm Workers Association Development Center. Psychological services were rendered by the Northampton County Department of Mental Health.

Clothing was provided for those children who could not otherwise participate in the program. Guidance services were provided by teachers, home-school coordinator, and family counselors at the Migrant and Seasonal Farm Workers Association Development Center. The home-school coordinator was a liaison between the school and the parents of the migrant children. She communicated with parents about problems related to school, such as attendance and behavior.

Neighborhood youth corp students served as bus drivers, aides, and custodians of the building and grounds.

All staff members were involved in staff development activities and orientation training prior to the beginning of the children's program. This included participation in the State sponsored Staff Development Conference, the Fifth Annual Eastern Regional Migrant Education Conference in Atlanta, Georgia, and a State sponsored math workshop. All staff members attending the Migrant Education Staff Development Conference received training in curriculum development, effective teaching practices and approaches that could be adapted to meet the needs of migrant children, and the Migrant Record Transfer System procedures. Opportunities were provided for supporting personnel to understand their roles in Migrant Education. Two field consultants in the areas of kindergarten and language arts worked with the local staff for five days during the program.

Local staff members devoted fifty hours to inservice training, planning, home visitation, Migrant Family Council meetings, and evaluation during the summer migrant project. The local newspapers printed articles about the program. Information was also disseminated on an intrastate basis through films, pamphlets, personal contact with community leaders and migrant families, appearances at civic clubs and church groups, and letters to parents or guardians about the summer migrant program. Information about the program was disseminated on an interstate basis through an exchange of ideas and program activities at the Regional Migrant Education Staff Development Conference.

Monitoring reports indicate that student records and reports were kept up-to-date at all times. When the child left school the student information was immediately submitted to the Migrant Student Record Transfer System teletype terminal operator in Grifton, N. C.

The recruitment was handled primarily by the project director/home-school coordinator. The program increased its enrollment by 52 migrants over the 1973 summer migrant program. The projected enrollment for the 1974 program was 127; the actual enrollment was 143.

Special activities designed to encourage participation by parents included open house, special invitations to program activities, birthday celebrations, invitations to chaperon field trips and Parent Advisory Council meetings. The Parent Advisory Council was made up of eight migrant parents. There were two scheduled meetings during the summer program and minutes were recorded of each meeting.

Ninety-eight of an estimated 130 guests registered in the guest book which was at the entrance of the school. Among these were 30 parents of migrant children.

The final exemplary activity in the Northampton County migrant program was the attention given to the project evaluation. Even though it did not meet the projected time line, the evaluation report was received in the state migrant office within a reasonable time after the end of the instructional program. Not only did the report meet all requirements of the evaluation questionnaire, it contained full documentation for the attainment of each project objective. Monitoring reports, copies of correspondence, news articles, test results and numerous photographs were combined with the narrative report to tell the full story of what happened to the migrant children in Rich Square this summer.

SUMMER STAFF DEVELOPMENT - A MODEL PROJECT

Educational leaders recognize that meaningful staff development activities are essential to the success of migrant education programs and projects. In the first

National Examination of the Migrant Education Program, Wednesday's Children, the evaluators conclude "...in the projects visited, consultants found little evidence that (current) inservice programs were having an important impact on day-to-day classroom performance." The National Advisory Council on the Education of Disadvantaged Children has recognized the need for total programs for migrant children, "which utilize highly aware, sensitive and specially trained personnel, competent to instruct in a language and with an understanding that can overcome the child's learning barriers." The recent Exotech Study and Assessment also highlights the need for improving the quality of instruction through better understanding of methods and techniques as well as through the culture and unique needs of migrant children.

In response to increasing national concern for effective staff development and to the needs indicated in previous evaluations of North Carolina staff development efforts, the planners of North Carolina's summer staff development activities proposed a design which would extend staff development into the classrooms of the local projects. As soon as this decision was approved, the basic format of the 1974 staff development project was designed by Dr. Nicholas Silvaroli of Arizona State University and the North Carolina Migrant Staff.

The design for the consulting services provided a four-stage, three-area approach to staff development which has been labeled "Beyond the Three Day Conference." The four stages and consultant involvement in each stage were:

I.	Leadership conference for state staff and 19 consultants	one day
II.	Annual staff development conference for teachers aides and project directors	four days
III.	On-site consulting by 17 consultants during project operations	fifteen days
IV	Evaluation of consultant services	

The three main components of the summer staff development project were: Elementary, Secondary and Kindergarten. Each of these will be briefly discussed.

Elementary

The elementary component of the overall staff development project emphasized reading and oral language development. Project objectives were limited to the following areas:

Basic Teacher Skills
- Word Recognition
- Comprehension
- Oral Language

Individual Student Evaluation
- Classroom Reading Inventory (CRI)
- Oral Language Assessment (OLA)

Individualized Instruction
- Interest Centers
- Unit Themes
- Individual Conferences, with record keeping

The elementary staff for Stages I-III consisted of Dr. Nicholas J. Silvaroli and Mr. Y. A. Taylor, co-directors and Dr. Lyndon Searfoss, speaker, and ten consultants from exemplary programs in Florida, Kansas, North Carolina and Texas.

On June 1, 1974 (Stage I) the elementary staff met to discuss instructional objectives and materials related to the areas of reading and oral language. On June 18-21, 1974 (Stage II), the elementary staff worked with elementary teachers, administrators and aides who attended the Annual Staff Development Conference. They used lectures and demonstrations to acquaint participants with the reading and oral language objectives mentioned earlier. In addition, Migrant Student Record Transfer training was provided by personnel from the Migrant Student Data Center in Little Rock, Arkansas.

The third stage of the staff development project was the most unique feature of this staff development project. From June 24 until July 15, the ten elementary consultants worked on location with teachers and aides throughout the 24 projects of the North Carolina migrant program. Each consultant spent an average of four consecutive days working with each project. They put into practice the reading and oral language objectives introduced during Stage I and Stage II.

The results of pre-/post-questionnaires, consultant's daily logs and on-site observations (Evaluation - Stage IV) suggest that North Carolina's coordinated, interstate approach to staff development was most successful. See pp. 53 to 58 of this report for a comprehensive evaluation of this project.

Secondary

Although the secondary training followed the same basic pattern of concentration as the elementary, the scope of the secondary activities differed in several ways. In the first place, the secondary training was not limited to a single curriculum area such as reading. Vocational training might have provided an area for concentration but had been emphasized by both the 1972 and 1973 conferences. The emphasis this year was on the correlation of vocational instruction with other academic instruction. Two of the five secondary consultants were assigned to work with this topic. The secondary areas emphasized was even broader - human interaction skills. One consultant was assigned to this topic which has applications for the counseling and in-camp activities as well as the more structured school-campus activities. The third area of emphasis was instruction in recreation and use of leisure time. Finally, the teaching of practical mathematics concepts to vocationally oriented students was emphasized. Given this range of subject matter, which provides quite a good "match" with the actual secondary instruction, the desired concentration had to be the responsibility of each individual consultant. The conference format of the secondary division was similar to that of the elementary division. The consultant for each area was allocated a three-hour block of time to introduce concepts and objectives and to insure that each participant had ample opportunity to interact with group leaders and with his colleagues from other secondary projects. Due to the diversity and schedules of the secondary projects, it was more difficult to offer demonstrations here than in elementary and kindergarten.

Kindergarten

The two kindergarten consultants, in conjunction with Mrs. Ruth Woodson, early childhood education consultant in the State Department of Public Instruction, and migrant staff members, emphasized three different areas.

1. Psychological development through music and learning games
2. Communication skills
3. Development of curriculum materials

In all sessions for the kindergarten teachers and aides, each idea presented was supported by a demonstration of one or more sets of materials which could be used to obtain the desired student achievement. Many of the materials demonstrated were teacher-made and in most cases each kindergarten participant was allowed either to use or to make for themselves duplicates of the materials used during the demonstrations. These very active sessions often extended into overtime meetings and evening gatherings.

On-Site Consulting Service

There were significant differences in the visiting procedure used by kindergarten, secondary and elementary consultants. Both kindergarten and secondary consultants were scheduled for projects one day at a time with each consultant visiting several projects. Each consultant was responsible for providing consultant service to specific LEAs. However, in the secondary area each consultant visited each secondary project at least one time, and in some cases one or more of the consultants visited the project twice. This schedule was necessary because of the limited number of consultants (five secondary and two kindergarten), the variety of topics, the assignments of the consultants and the operational schedules of the secondary projects which met on evenings and weekends.

Evaluation

Since the 1974 North Carolina Staff Development Project was a new approach, considerable judgmental information was gathered. Across the various stages and areas, four persons in addition to Dr. Silvaroli had evaluative responsibilities. Six different forms were designed for obtaining information concerning the staff development activities.

1. The conference was evaluated by a participant questionnaire and by observations of disinterested observers.

2. All consultants were required to submit a daily log of persons with whom they worked, activities they carried out, and their reactions and comments.

3. A random sample of directors rated the services of the consultants with respect to results, timeliness, and the introduction of techniques.

4. Changes in elementary teaching practices were assessed through the pre- and post-administration of a questionnaire reflecting elementary objectives.

5. Secondary consultants completed a check list which was compared to a similar instrument completed by all LEA staff members with whom they interacted.

6. Kindergarten consulting services were evaluated through consultants and a separate observation schedule.

When the number of observers and the independence of the evaluators are considered, the consistency of all of the reported results is quite impressive.

The first phase of the evaluation of staff development was the analysis of the four-day conference. The objectives of this conference were:

1. To present effective teaching practices and approaches that may be adapted to meet the needs of migrant children.

2. To stimulate and open up new directions of thinking in curriculum development in migrant education.

3. To bring participants up-to-date on trends that may affect their work.

4. To disseminate knowledge which can broaden the participant's information base for effective decision making in meeting the needs of migrant children.

5. To provide an understanding of the Migrant Student Record Transfer System procedures.

6. To provide opportunities for supporting personnel to understand their roles in migrant education.

The first four of the conference objectives were related directly to the conference design of concentration and follow-up consultant services in the three major divisions of the North Carolina migrant program. Objectives five and six were only peripherally supported by follow-up consultation. Due to the extended school term, the conference was scheduled one week "late" and a number of projects had already begun serving migrant students. Because of this scheduling, the total attendance was down from previous years with only 273 registered participants. Seventy-three percent of those persons attending the conference returned the questionnaires which were used in the conference evaluation.

Past evaluations have revealed that approximately 50% of those attending migrant conferences are new to the migrant program. This year more than 75% indicated one or more years' experience in migrant education.

An inspection of the questionnaire results leads one to suspect that the design of the conference, especially the concentration on a few topics, was not clear to a significant minority of the participants. The numerical ratings obtained for this conference equalled or exceeded any conference evaluation response since 1971. Many of the comments and open-ended responses, however, fell in the "suggestion/criticism" category. The most frequent complaint was the length of the sessions. About one-fourth of those who made this comment suggested termination of the afternoon sessions one hour earlier. Kindergarten participants were practically unanimous with praise for their sessions and requests for more space. Considerable praise for the MSRTS presenters was recorded by a number of respondents. A smaller number of respondents complained of "a few weak consultants," and there were the annual suggestions that North Carolina local projects should be included on all agendas. Finally there were the suggestions for greatly expanding the number of topics--especially sessions specifically designed for new personnel. The following example is perhaps reflective of the positive sixty percent of the respondents.

> *This has been a very interesting workshop. I have learned many things which will be very beneficial to me. The program was very well planned. It was educational and I'm sure I will be a better teacher this summer by attending this workshop.*

When all 199 respondents rated their overall reaction to the workshop, the average rating was 16.2 on a scale between 0 and 20 -- almost exactly split between good and excellent! Ninety-one percent felt that they definitely planned to incorporate ideas of the conference into their programs. Ninety-four percent were convinced that the presenters and discussion leaders had an adequate grasp of their topics. Ninety-five percent found the scheduling adequate for them to pick up ideas for project improvement from personnel from other North Carolina projects. Ninety-seven percent reported that the conference design afforded them adequate opportunities to express their concerns and to interact with group leaders. In past evaluations, similar questions have had a positive response rate between 60 and 80 percent.

Participants were asked to rate the objectives of the conference on a three-level scale and to report the degree to which applicable sessions fitted their individual needs. The following results were obtained:

	Objective Met Adequately	Objective Met Partially	Objective Not Met
To provide an understanding of the Migrant Student Record Transfer System Procedures	88%	12%	0%
To provide opportunities for supporting personnel to understand their roles in migrant education	81%	17%	2%
To present effective teaching practices and approaches that may be adapted to meet the needs of migrant children	79%	19%	2%
To stimulate and open up new directions of thinking in curriculum development in migrant education	74%	24%	2%
To bring participants up-to-date on trends that may affect their work	75%	23%	3%
To disseminate knowledge which can broaden the participants' information base for effective decision making in meeting the needs of migrant children	71%	26%	3%

On a ten-point scale the participants rated the effectiveness of the conference presentations as follows:

	Extremely Beneficial		Somewhat Beneficial			Need Improvement		Not Beneficial		
	10	9	8	7	6	5	4	3	2	1
Migrant Student Record Transfer System		9.65								
Kindergarten		9.41								
Secondary Programs			8.62							
Health and Social Services			8.44							
Project Management and Procedures			8.43							
Elementary Reading			8.35							

When contrasted to past conferences, the 1974 experience seems to rank quite well. There are, however, some recommendations for improving future conferences.

1. If the scope of the offerings is to be limited, this should be made clear to all participants as early as possible.

2. If materials are noted in presentations, these materials should be available for examination.

3. Enough planning time should be allowed so that lecture can be minimized and active participation maximized.

4. Sessions should be scheduled in shorter blocks of time.

The second phase of the evaluation was the inspection of twelve North Carolina elementary projects by Dr. Silvaroli in order to ascertain that:

1. These projects were, in fact, instructionally oriented rather than recreational.

2. These projects had the potential for an integrated, planned curriculum; i.e., these projects were not limited to a fragmented "lesson by lesson" curriculum.

The visits to twelve projects revealed a range of offerings, competencies, and potentials. The conclusion of this portion of the evaluation was that the proposed type of staff development was possible in North Carolina elementary projects because the programs in general tended to use recreational activities for instructional purposes, and that they had the potential for integrated planned curriculum. Dr. Silvaroli concluded: "A state program which appears to plan and cooperate with its local programs [projects] might not be able to prove that it actually educates migrant children, but it can say confidently that it is ready for this unique form of staff development."

The remainder of the evaluation procedures were primarily oriented toward the practices and results of the on-site consulting and the stages which facilitated this direct contact training. The basic question to be answered was:

> *To what extent did North Carolina's staff development project influence and/or train teachers and aides?*

All of the evidence suggests that this approach to staff development was successful and that it had considerably more impact than a conference alone. Some of the evaluators went so far as to suggest that the conference was the weakest link in the overall effort.

A questionnaire reflecting the three educational areas of concern for the elementary staff development -- basic teacher skills, evaluating reading achievement and individualizing instruction -- was administered to approximately ninety teachers before and after the training. Analysis revealed that the teachers significantly selected the more positive responses on the post-questionnaire--an indication that they accepted and supported the overall emphasis of the elementary training.

Complete consultant logs are contained in the report to the state migrant office by the contractor for this staff development. The most striking indication contained in these logs is the active verbs. The consultants "demonstrated," "discussed," "planned," "taught," "compared," "tested," "showed," "spoke," "observed," "explained," and "went back over." In the opinion of this evaluator, the activeness of the consultants, as well as their capabilities, is one of the major keys to their success. This point is reinforced by many of the teacher comments which began, "since she had experienced many of our problems she was able to....." The external evaluators described essentially the same feelings:

> *Whether the consultants were from the local area, Florida, Kansas City, Texas, or wherever, they fitted right into the LEAs to which they were assigned. The contributions the consultants made were valuable and significant. They presented educationally sound ideas, helped develop units and set up realistic interest/work centers, tested youngsters, put on demonstrations, helped out wherever they were needed. There was no mistaking the feeling that the consultants quickly became 'part of the family.'*

The state evaluation component had a basic flaw in the assumption that the ideas and techniques promoted by the consultant would be "new and innovative." The 71 randomly selected respondents reported that the results were to be sought in terms of degree of improvement of existing practices. This is supported by the logs and external reports with one exception.

It seems apparent that the idea of individual diagnosis and record keeping was an innovation to a considerable number of the teachers. Thus the prevailing conclusion was that the order of impact upon the teachers of the elementary offerings was:

1. Individualized instruction
2. Basic skills
3. Evaluation

The "repeated visit" design of the secondary and kindergarten consultants was judged less effective than the continuous (3 days) service of the elementary consultants. As in elementary, however, the competence of the individual consultant was a major factor in the achievement of successful communication.

In retrospect, the requirement that the project director provide transportation for the elementary consultants had several advantages. It allowed time for additional planning between the consultant and the director to occur. The project director became more aware of the purposes of the consultant and there was a mutual agreement on the tasks to be accomplished before the arrival of the consultant at the project site. Secondary consultants and project directors had to work out these details after the consultant arrived at the project. It was apparent, however, that when specific consulting tasks were planned ahead of time by the project director, the services of the secondary consultant were more effective.

Other findings in the secondary division were:

1. Visiting schedules needed more attention.
2. Consultants were viewed by LEA personnel as more competent in their area of emphasis than experienced with migrant education.
3. During the on-site activities, consultants devoted considerably more effort toward improving existing instructional practices than toward the introduction of new practices.
4. Some projects added instructional components, and others deleted or modified practices as a result of the consultant visits.
5. Consultants had a tendency to evaluate the projects.
6. On-site follow-up services made a difference in approaches and techniques used.
7. Teachers of vocational skill subjects had more concern for human relations techniques than teachers of more "academic subjects."

The conclusions drawn from the evaluation phase of the kindergarten staff development included:

1. Consultants were effective in demonstrating certain teaching techniques.
2. More teaching materials were made available to the teachers.
3. Kindergarten activities were modified according to the needs of the children.

4. Teachers became more effective in directing activities and using teaching materials.

5. Consultants offered concrete suggestions on how to improve areas of weakness.

In summary, the overall results indicated a successful project. However, much of the success could be attributed to the fact that the project stressed: (1) communication among all persons involved, (2) "outside" direction and evaluation, (3) a flexible director, (4) talented consultants who are "doers" rather than "tellers," (5) long-range planning and (6) limiting the instructional objectives.

In the opinion of the total staff, the probability of a successful replication of this examplary Staff Development Project is great, if the six factors above are always carefully considered.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

SUMMARY

All available information indicates that the North Carolina Migrant Education Program is adequately meeting the legislative requirements and the national program objectives. It is meeting the state goals for the program and has developed an effective procedure of delivering services to the eligible children through indirect administration of project activities through the local educational agencies.

Priorities of the state program set the emphasis for the program and the state objectives gave it focus. Exemplary activities were noted in the elementary summer project area and state staff development. Summer projects for secondary school youths moved toward more academic instruction. Finally, more responsibility for evaluating local projects was shifted to the local project director.

All projects used some type of achievement measurement to document attainment of major project objectives. Analysis of test results generally supports the positive conclusions recorded in the local evaluation reports. A status calculated from pretest scores of 1,222 migrant students in all grades reveals that, compared to national norms, these migrant students face mounting deficits as they progress through the schools. In comparison to the achievement of other compensatory students and the statewide assessment of student progress in North Carolina, however, this status is not overly depressing. Analysis of gains for various subgroups of the regular school term migrant population reveals an increase in reading achievement compared to previous results. Mathematics gains did not reach the level of the 1973 migrant students. Overall, the test results reflect the program emphasis and add a note of progress to the 1974 program.

RECOMMENDATIONS

Recommendations for improving the effectiveness of the migrant education program fall naturally into three categories - evaluation, LEA project management and the SEA program management.

Evaluation

1. *The local project director should be charged with the responsibility of project management and evaluation.*

The increased responsibility of the local project director to evaluate the local project activities has apparently brought about an increase in the attention to LEA project management. There are still some areas of project management which need attention, including the assessment of student needs, administration of tests, involvement of community agencies in the program and the development of meaningful objectives. It is recommended that the full responsibility for project evaluation be shifted to the local project director. This should result in more attention to all phases of the project activities.

2. *Summer evaluation visits to local projects by teams of evaluators and consultants should be limited to one visit.*

Any follow-up visits which are deemed necessary should be conducted individually by the state migrant consultant. Evaluation of the summer migrant projects and the concurrent staff development activities sponsored by the state migrant office resulted in some pro-

jects having so many outside visitors that it became burdensome to them. Too many official visitors became disruptive and detracted from the program.

With the role of the local project director shifting so that he must take prime responsibility for the evaluation of his project, it seems unnecessary to have two formal evaluation and monitoring visits by a team of educators in a project with a duration of five or six weeks. The more practical approach would be to have an evaluation team of educators consisting of the state migrant consultant and an individual from another migrant project. They might be assisted by specialists from the Program Services Division of the Department of Public Instruction and other educators if this is deemed necessary because of the size of the project or diversity of project activities. This team of educators would make one visit to the local project for evaluation purposes. Any subsequent visit to the project would be on an individual basis by the state consultant. All visits should be arranged ahead of time and the specific purpose for the visit should be understood by the project director.

LEA Project Management

1. *Local project directors should use the services of all appropriate full-time employees in the LEA to the maximum extent possible during the planning, operation, and evaluation of the migrant project.*

In many projects it was noted that the instructional supervisor and the school principal and other LEA personnel were involved directly in the planning and conduct of the project. Other projects seemed to operate in isolation from the services of any personnel not employed by the project. Migrant children are entitled to all of the services provided to other children in the school system, and during the regular school year these services are not denied to them. During the summer term programs, however, there is little if any contact by many of the curriculum directors and instructional supervisors, school psychologists, and other full-time, 12-months employees of the LEA.

2. *The local project staff should be selected from among the best qualified individuals available to carry out the specific instructional and supporting activities of the projects.*

Consideration of the qualifications of migrant staff members, particularly for summer projects, has been given in most cases. In some instances, however, consideration is given to the individual's school assignment during the regular school term, the longevity of service in the LEA and in the local migrant project, or any of a number of other criteria not related to the ability of the individual. This has resulted in the employment of some individuals who are neither qualified nor certified in the area for which they have been given project responsibility. Secondary school personnel have been employed to work in elementary school programs, athletic coaches have been given responsibilities outside their area of interest and competence, and others have been employed apparently just because they were available. In order to improve the quality of project staffing, it is necessary to select the staff from among the best available qualified personnel.

3. *Bilingual staff members should be employed in projects serving Spanish-speaking children, and the curriculum should be modified to include adequate appropriate instructional material in the native language of the children.*

There has been an increasing number of Spanish-speaking migrants enrolled in migrant education projects in North Carolina. This makes it necessary to modify the curriculum and select qualified staff members if the needs of these children are to be met. Closer attention must be given to the language and culture of these children if we are to provide a meaningful program of instruction for them. This may mean that the pri-

mary lanauage for instruction and communication will be Spanish with English being taught as a second language.

4. *The LEA should use all available sources of information to locate, recruit and enroll all eligible migrants in the local migrant project.*

Analysis of enrollment data in some summer projects seems to indicate that the project personnel overlook the home-based migrants in the LEA in their recruitment efforts. Interstate migrants have highest priority in North Carolina's migrant program, yet the home-based intrastate and interstate migrants should not be left out of the programs. It is important that all eligible students, regardless of classification, be recruited in each LEA .

Also overlooked in the recruitment of migrant children in some cases were those who lived in areas remote from the project site. It should be noted that these children deserve an opportunity to participate in project activities provided for other migrant children. This might be done by extending transportation routes into the areas where their camps are located so that they may be transported to the school site, or by establishing a project site in the area where they live. The importance of providing services to every eligible child cannot be overemphasized.

5. *Operating schedules for summer migrant projects should be planned so that they give maximum service to the children with the least amount of inconvenience to the children's parents.*

From a study of the daily schedule of the summer migrant projects it appears that some are scheduled more for the convenience of the staff than for the migrant children. All kinds of circumstances may exist in the LEAs, but in each there must be some inconvenience to the migrant parents who have to arrange to have someone in the camp to supervise their children who are released from the school program almost at mid-day or early in the afternoon. Educational activities might be planned for these children for longer periods of time. If necessary, additional staff could be employed to carry out these activities during an extended day which will more nearly coincide with their parents' work schedule.

Not only should the daily schedule reflect consideration for the work schedule of the migrant parents, the overall length of the program should be planned so that the eligible children can be enrolled during the entire period of time they are in the area. In many cases this may mean lengthening the program, employing a different staff, or otherwise modifying the project.

State Program Management

1. *Plans for a model program for secondary school-age migrant youths, including a full range of instructional and supporting activities, should be developed.*

Summer projects for secondary school migrant youths have historically been oriented toward vocational topics and recreation. While great strides have been made in providing some worthwhile activities for these migrant youths, it has occurred in spite of the fact that there has been little structure in the programs. There is insufficient concrete evidence that progress in those vocational instructional areas has reached a satisfactory level. At the same time little, if any, instruction has been given to this group of migrant youths in the basic educational areas of language arts, social studies, etc. Notwithstanding the slight increase in emphasis on mathematics which was noted during this summer, it is apparent that too little is being done in the basic skills and that the programs for these youths should be structured to reduce any deficiencies in these areas.

2. *The State migrant office should sponsor a staff development effort to strengthen the local project personnel and assist them in opening up new avenues of communications with the parents of migratory children.*

One of the weaknesses noted in a large number of local migrant projects was the lack of parental involvement. Since it is imperative that parents of migratory children be represented on advisory committees and that they be involved in the projects which are operated for the benefit of their children, it seems reasonable that some efforts should be made to bring about this involvement.

3. *The State migrant office should initiate action which will result in more interstate cooperation in the planning of programs for migratory children.*

Much has been said about the necessity of interstate cooperation in the education of migratory children. Federal guidelines require cooperation among the states, particularly in the area of the transfer of student records while failing to include the more important area of curriculum planning.

North Carolina has been responsible for some actions which resulted in interstate cooperation. A system for tracking migrants from one state to another developed in this state was adopted by others along the eastern migrant stream.

This is one example of interstate cooperation. However, still more needs to be done in this area of program operations. It is the judgement of this evaluator that the state should give attention to the development of plans which would provide program continuity for migratory children in the cooperating states.

4. *The state administrative guides and reporting forms should be revised.*

The Migrant Education Administrative Handbook has not been revised in more than a year. During this time several changes have occurred in the migrant program which makes it necessary to update the publication. There has been a change in the definition of migratory children which will allow the children of migratory fishermen to receive services under this program. This is not reflected in the rules, regulations, and guidelines included in the administrative handbook. Changes in definitions, application forms and other documents at the federal level also make forms and reporting documents which are being used at the state and local levels obsolete. Attention should be given to bringing all forms up-to-date and to the revision of the administrative handbook so that it reflects current policies, definitions and recommended administrative procedures.

APPENDIX

TABLE XIII

CALIFORNIA ACHIEVEMENT TESTS RESULTS: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	10*	0.7	1.1	+0.4
2	61	1.3	2.1	+0.8
3	49	2.0	2.6	+0.6
4	54	2.8	3.6	+0.8
5	40	2.7	3.4	+0.7
6	40	3.6	4.2	+0.6
7	61	3.7	4.2	+0.5
8	48	4.7	5.6	+0.9

TABLE XIV

COMPREHENSIVE TESTS OF BASIC SKILLS: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	-	-	-	-
2	16	1.8	2.2	+0.4
3	11*	2.2	2.7	+0.5
4	11*	1.9	2.4	+0.5
5	21	2.8	3.2	+0.4
6	14	3.2	4.2	+1.0

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

*Small number of cases.

TABLE XV

GATES MACGINITIE READING TEST RESULTS
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	-	-	-	-
2	19	1.2	1.9	+0.7
3	16	1.7	2.5	+0.8
4	22	2.4	3.5	+1.1
5	7*	3.0	3.3	+0.3
6	54	4.2	4.9	+0.7
7	52	3.4	4.7	+1.3
8	50	5.0	5.7	+0.7

TABLE XVI

METROPOLITAN ACHIEVEMENT TESTS RESULTS: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	15	0.8	1.6	+0.8
2	26	1.7	2.1	+0.4
3	25	2.4	2.5	+0.1
4	28	2.6	3.0	+0.4
5	8*	3.1	3.8	+0.7
6	18	3.5	3.7	+0.2

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

*Small number of cases.

TABLE XVII

STANFORD ACHIEVEMENT TEST RESULTS: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	14	1.0	1.5	+0.5
2	14	1.6	2.1	+0.5
3	17	2.4	3.5	+1.1
4	24	3.2	4.1	+0.9
5	16	3.9	4.8	+0.9
6	24	4.5	5.3	+0.8
7	7*	4.2	5.2	+1.0
8	6*	5.1	6.1	+1.0

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

*Small number of cases.

TABLE XVIII

CALIFORNIA ACHIEVEMENT TESTS RESULTS: MATHEMATICS
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	-	-	-	-
2	37	1.3	1.6	+0.3
3	35	2.4	2.8	+0.4
4	36	3.3	3.8	+0.5
5	23	3.5	3.6	+0.1
6	23	4.3	5.2	+0.9
7	36	5.5	5.6	+0.1
8	31	6.0	6.5	+0.5
9	20	6.4	7.0	+0.6

TABLE XIX

METROPOLITAN ACHIEVEMENT TESTS RESULTS: MATHEMATICS
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	15	0.8	1.6	+0.8
2	24	1.6	2.3	+0.7
3	20	2.4	2.5	+0.1
4	19	2.9	3.4	+0.5
5	6*	4.7	4.2	-0.5
6	14	3.4	3.8	+0.4
7	7*	4.4	4.4	0
8	9*	4.8	5.3	+0.5

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

*Small number of cases.